

ACCESSIBILITY PLAN

Document Owner: Director of Inclusion

Date: March 2023

Status: Statutory



part of the

To ensure you are always referencing the most current version, where possible **do not** download a copy of this document.
 If a paper copy is required please print and destroy as soon as possible.
DO NOT save a copy to your own device/desktop.

| | | | | |
|--------------------------------------|--|---|---|-----------------|
| Document Type | Accessibility Plan (Trentham) | | | |
| Reference/Version Number | CLT-ACC/TA-V1.3 | | | |
| Summary | Our Academies aim to treat all students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. | | | |
| Associated Documents | <ul style="list-style-type: none"> Risk Assessment Policy Health & Safety Policy Special Educational Needs (SEN) Information Report | <ul style="list-style-type: none"> Supporting Students with Medical Conditions Equality Information & Objective Statement | | |
| Target Audience | All Employees | | | |
| Date of this Version | March 2023 | | | |
| Document Owner | Director of Inclusion | | | |
| Review Body | Policy & Procedures Working Group | Meeting Date | 22.4.21 20.5.21 22.9.21 15.03.23 | |
| Union Consultation Date/s: | N/A | Meeting Date | N/A | |
| Proof Read | | | | |
| Senior Leadership Team | N/A | | | |
| Approved/Ratified by | Board of Trustees | Meeting Date | 13.12.21 | |
| | | Meeting Date | | |
| Review Frequency | Bi-Annual | Next Review Date | March 2025 | |
| Date uploaded on website/s | | | | |
| CLT n/r | Haywood n/a | Trentham V1.3 - 12.5.23 | Mill Hill n/a | Smallthorne n/a |
| Date uploaded to Sharepoint/s | | | | |
| CLT V1.2 - 8.9.22 | Haywood n/a | Trentham V1.3 - 12.5.23 | Mill Hill n/a | Smallthorne n/a |

VERSION CONTROL

| Version No: | Type of change | Date | Revisions from previous version |
|-------------|------------------|------------|-------------------------------------|
| 1.2 | Annual review | Sept 2021 | |
| V1.3 | Bi-Annual Review | March 2023 | Reviewed and updated actions Page 5 |
| | | | |

TABLE OF CONTENTS

| | |
|------------------------------|---|
| VERSION CONTROL | 2 |
| 1. STATUS | 4 |
| 2. AIMS & OBJECTIVES | 4 |
| 3. LEGISLATION & GUIDANCE | 4 |
| 4. ACCESSIBILITY ACTION PLAN | 5 |
| 5. MONITORING ARRANGEMENTS | 6 |
| 6. LINKS WITH OTHER POLICIES | 6 |

1. STATUS

- a. Statutory.

2. AIMS & OBJECTIVES

- a. Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:
 - i. Increase the extent to which disabled pupils can participate in the curriculum
 - ii. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
 - iii. Improve the availability of accessible information to disabled pupils
- b. Our Academy aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.
- c. Trentham Academy are a highly-inclusive school and provide an accessible curriculum, buildings, facilities and information, this is a core aim within the Academy ethos.
- d. The plan will be made available online via the Academy website, and paper copies are available upon request.
- e. The Academy is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- f. The Academy complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility, this procedure sets out the process for raising these concerns.
- g. We have included a range of stakeholders in the development of this accessibility plan.

3. LEGISLATION & GUIDANCE

- a. This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.
- b. The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.
- c. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
- d. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.
- e. This policy complies with our funding agreement and articles of association.

4. ACCESSIBILITY ACTION PLAN

| Aim | Objectives | Actions to be taken | Person responsible | Date to complete actions | Success criteria |
|---|--|--|---|--------------------------|--|
| Increase access to the curriculum for students with a disability | Consider hearing loop availability at key areas within the Academy. | Director of Inclusion to use advice gained from the 'National Deaf Children's Society' to support hearing loop use at key academy locations. | Director of Inclusion | February 2022 | Hearing loops will be installed in key locations, such as reception areas, open plan classrooms and assembly halls. |
| | Consider a highly differentiated PE curriculum for children with physical disabilities, including use of specialist equipment. | Director of Inclusion to work with the Inclusive Learning Service, the Occupational Therapy Service | Director of Inclusion | July 2022 | All children with SEND / Disabilities will have accessible and specialist equipment to enable them to have their developmental needs met. |
| Improve and maintain access to the physical environment | Consider adaptations to student toilets (for example, wider doors, lower level sink, soap and towel dispenser) | Director of Inclusion, working with the Executive Director for Estates & Risk to consider the wider use of adaptive equipment across sites. | Director of Inclusion / Executive Director (Estates & Risk) | July 2022 | Students with disabilities are able to access the main student toilets and the facilities within them. |
| | Make changes to the Disabled Parking facilities on the main car park. | Director of Inclusion to liaise with the Executive Director for Estates & Risk to facilitate changes to Disabled Parking. | Director of Inclusion / Executive Director (Estates & Risk) | December 2021 | Parents / Carers, staff/ visitors to the Academy who have additional parking requirements will be able to park closer to the main reception. |
| | Enhance access to catering facilities to improve options for students | SLT and Site Manager working with the Executive Director for Estates & Risk and Director of Inclusion to develop outdoor, covered catering area accessible to all. | SLT/Site | February 2023 | Students have access to both an internal and external catering and social area, which can be accessed easily. |
| Increase availability and access to ICT and technology for students with visual impairments | Larger computer screens to support the learning of students with visual impairments | IT Director to investigate the use of assistive technology for students with visual impairments | ICT Director | May 2022 | All students with a visual impairment will be able to fully access larger moveable screens and technology to support their learning. |
| Improve access to Academy information, both paper based and online. | All Academy information to be made available in a variety of languages and in braille. | Director of Inclusion to arrange for translation services to work with the CLT to give access to key Academy information. | Director of Inclusion | May 2022 | All stakeholders, regardless of language or disability will be able to access Academy information both paper based and electronically. |
| Consider future Estates planning to most effectively improve facilities available to students | Consider options to develop the academy facilities, working with SOTCC Estates Team | Headteacher and Executive Director for Estates & Risk development programme with SOTCC | Headteacher and EDER | May 2023 | Feasibility study will be completed, including DDA assessment, to inform future capital programmes. |

5. MONITORING ARRANGEMENTS

- a. This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

6. LINKS WITH OTHER POLICIES

- a. Risk Assessment Procedures
- b. Health and Safety policy
- c. Equality information and objectives (public sector equality duty) statement for publication
- d. Special Educational Needs (SEN) information report
- e. Supporting Students with Medical Conditions Policy