

SOUTH LINCOLNSHIRE ACADEMIES TRUST (SLAT)

# ACCESSIBILITY & DISABILITY POLICY

Aspire - Challenge – Achieve

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## V2.1

### 1.0 Introduction

- 1.1 The Trust is committed to fair and equal treatment of all staff and students and anyone involved in the Trust's purposes. The Trust will welcome applications from people with disabilities to join the Trust community as students, staff, and governors.
- 1.2 The Trust aims to make reasonable provision and accessibility for students and staff with disabilities so that they may be integrated fully into the Trust's life.
- 1.3 The curriculum has been designed so that it may be delivered to provide flexible and equal access to all students whether able or disabled as far as is practicable.

### 2.0 Aims

- 2.1 The aims of the disability equality policy and disability accessibility scheme are to ensure that:
- applications for admission from all potential students are considered in line with the published admission arrangements;
  - all students are fully integrated into the Trust and individual needs are assessed and supported as far as is practicable within a mainstream educational establishment;
  - disabled students have reasonable access to support and adaptations to enable them to be fully included in the life of the Trust and its opportunities for learning;
  - the views of individual students and staff are taken into account at all times when their requirements are being assessed;
  - staff working with disabled people, either as colleagues or as students, have appropriate information, support and training;
  - steps are taken to enable students and staff who become disabled during their time at the Trust school's to continue in their chosen career or course of study as far as is reasonably practicable;
  - disabled members of the public can participate in public events held within the Trust school's;
  - as far as is reasonably practicable, the Trust premises, facilities and services are accessible and safe for disabled students, staff, governors and visitors;
  - staff with disabilities are not treated less favourably in respect of recruitment, conditions of service, performance management, staff development, employment rights and pay, promotion, staff development opportunities, and access to facilities;
  - no disabled student or member of staff is treated less favourably as a result of their disability; and
  - this policy and the required actions will be kept under review.

### 3.0 Implementation

- 3.1 The governing body will delegate responsibility for overseeing the implementation of this policy to the Trust Board of Directors.
- 3.2 The Executive Headteacher will have overall responsibility for ensuring that this policy is implemented, and will report to the Trust Board of Directors.
- 3.3 The Trust will appoint a senior member of staff to be the Equal Opportunities Officer (EOO), this will be the Operations Director, who will be responsible for ensuring that staff, students and parents are made aware of this policy and that the Disability Code of Practice set out below is followed, and that the Disability Accessibility Scheme and Plan (set out in the Appendices) are implemented. The EOO will report to the Executive Headteacher.

#### 4.1 Environment

The governing body and Executive Headteacher will ensure that:

- accessibility to the Trust's premises and facilities is kept under review;
- any future building projects or alterations will be considered at the planning stage for accessibility and usability by people with disabilities; and
- evacuation procedures and escape routes for people with disabilities will be carefully planned and published.

#### 4.2 Students

The governing body and Executive Headteacher will ensure that applications for admission will be considered in line with the published admission arrangements for all students.

An applicant's disability will not prevent him/her from being offered a place and integrated into the Trust unless:

- The content, structure and delivery of the curriculum are such that the student would be prevented from fulfilling a major part of it; or
- The Trust would be unable to provide suitably trained staff or facilities to allow the requirements of the National Curriculum to be met.

The Trust will examine each disability case to determine the best adjustments that can be made to accommodate a disabled student's needs.

This is carried out by the SENCO, in conjunction with the student, parents and any professionals involved with the student.

The Trust aims to provide disabled students with the appropriate support to enable them to be fully integrated. This includes the reasonable provision of any aids or auxiliary services if these could alleviate any disadvantage.

The SEN Department are notified of any new students with disabilities who are joining the Trust in advance of their admission to provide any necessary intervention needed. The SEN Department works closely with the Health and Safety Officer to make any risk assessment referrals. This is carried out at a Senior level within the Trust.

The Trust will not treat a student with a disability less favourably than any other student and will make reasonable adjustments to ensure the full participation and integration of disabled students.

The needs of disabled students will be taken into account in the design, structure and flexibility of teaching methods and delivery. Where a curriculum area is organised in such a way that a disabled student cannot fully participate, alternative provision will be made.

Students with a disability or who become disabled whilst studying within the Trust will be given appropriate support from staff to enable them to have equal access to the curriculum. Individual needs will be considered and addressed by all curriculum areas in collaboration with the SENCO.

The Trust recognises that special arrangements may be required to enable students with disabilities, including specific learning difficulties, to exhibit their capabilities and knowledge. Special arrangements will be made to enable such students to perform to the best of their ability by meeting their individual needs.

## V2.1

Prior to a disabled student with SEN attending a Trust school, a number of preparation meetings are carried out and the site is checked for accessibility and needs.

The Trust has full access through a lift system to all aspects of the school and also disabled toilets.

The SEN department liaises with other professionals to support the needs of a disabled student, from advice to physiotherapy programmes conducted within school time.

Students who require a reduced timetable are accommodated through a specific student support room.

The Trust will liaise with the relevant Examination Boards in such instances. Students and parents will be made fully aware of the process for making special arrangements for assessment and examinations by the SENCO – in liaison with specific curriculum area managers and the Trust's Examinations Manager.

### 4.3 Staff

The governing body and Executive Headteacher in discussion with disabled staff will endeavour to provide any aids and support that would help them to fulfil their role within the Trust.

Disabled members of staff will be offered the same conditions of service, employment rights, promotion and training opportunities as other staff in the same roles within the Trust.

Disabled staff are encouraged to bring any complaints about their treatment as disabled staff to the notice of the Executive Headteacher in the first instance. All staff may use the Trust's grievance procedure if they consider this to be the best route.

### 4.4 The Governing body

The governing body and the Executive Headteacher will review the Trust's policy annually.

## 5.0 Liaison with Parents

5.1 This policy will be available for view on the web site and on request from a parent/ carer.

5.2 The Trust will ensure close liaison with families of all students with disability through the provision of designated staff members with allocated time and effective communication skills.

5.3 Whenever appropriate, information to home will be provided in different formats to take account of disability.

5.4 Under the supervision of a senior member of staff with delegated responsibility, staff with pastoral responsibility will liaise closely with the homes of students who exhibit behavioural difficulties to determine whether they arise from disability or from domestic or social circumstances. They will report to the senior member of staff who will determine, after consultation, appropriate action.

## 6.0 Staff Training and Awareness

The governing body and Executive Headteacher through the EOO will ensure that:

- appropriate training for staff who have relevant responsibilities towards disabled staff, students and visitors will receive appropriate training; and
- staff are fully aware of their obligation towards students, staff, governors and visitors who have disabilities, and how to discharge the obligation.

## 7.0 Reasonable Adjustments

The EQUALITY ACT 2010 states that an employer must make “reasonable adjustments” to allow an individual to be employed. These adjustments may include:

- Adaptations to premises
- Re-allocating some duties
- Altering hours
- Finding alternative accommodation
- Rehabilitation leave
- Training
- Modifying equipment
- Modifying instructions or manuals
- Modifying assessment or testing procedures
- Providing a reader or interpreter
- Providing supervision

The Special Needs and Disability Discrimination Act (SENDDA) obliges schools to make reasonable adjustments to enable disabled students to have access to the Trust’s curriculum, premises, facilities and equipment.

The Equality Act 2010 provides that schools should provide any aids or auxiliary services if these could alleviate any disadvantages.

Further information can be obtained from:

- i) the ‘Code of Practice for Schools’ (Disability Discrimination Act 1995: Part 4)
- ii) Job Centre Plus
- iii) the Equality and Human Rights Commission ([www.equalityhumanrights.com](http://www.equalityhumanrights.com))

## 8.0 Premises

- 8.1 The Trust recognises that through the provisions of the Equality Act 2010 it is required to provide ‘auxiliary aids’ (i.e. special equipment or additional personal support) that might alleviate any disability. Under the provisions of the Special Educational Needs and Disability Discrimination Act (SENDDA) the Trust is not obliged to make ‘physical alterations to the buildings’, (such as provide lifts). The Trust is obliged, however, to set out how it intends otherwise to make reasonable adjustments to enable access to the premises.
- 8.2 To meet its obligations, the Trust will ensure that the needs of disabled staff and students (and any adult students) are fully considered in any strategic planning for the development of the campus.
- 8.3 When determining the priorities for the use of the annual Capital Grant, the Trust will take into account the need to make the campus more accessible for staff and students with disability.
- 8.4 The Trust will budget annually for reasonable minor adjustments to the environment to enable a member of staff and/or a student with a disability to have access to the full teaching and learning of the Trust.
- 8.5 The Trust will bear in mind health and safety requirements and the interests of other students in all the above considerations.

## V2.1

### 9.0 Action on Transfer within the Trust

- 9.1 At transfer within the Trust, additional liaison time will be allocated for disabled students and their families to ensure that the student's educational needs and the Trust's requirements are fully understood by staff at the feeder school, parents, and students, and to ensure that the transfer process is effective.
- 9.2 This often takes the form of a meeting with the Student Year Lead of the year group of the student and the SENCO. The SENCO then briefs the rest of the leadership team.

### 10.0 Off-site Activities

The Trust will ensure as far as reasonably practicable that students and staff with disabilities are given access to off-site activities organised by the Trust.

### 11.0 Monitoring and Review

- 11.1 The EOO will report to the Executive Headteacher on the effectiveness of the policy and make recommendations for any improvements.
- 11.2 The Executive Headteacher will report to the governing body via Trust Board of Directors.
- 11.3 The governing body (or committee) will consider the Executive Headteacher's report and make determinations on behalf of the governing body.
- 11.4 The governing body will review this policy at least every two years and assess its implementation and effectiveness.

## V2.1

### Appendix A Some examples of the measures we take to accommodate access for disabled students

#### Access to Curriculum

- Movement plans
- Memory club
- SuccessMaker
- Sensory Circuit
- Handwriting Club
- Practical assistant
- Student passport

#### Physical Aids

- Disabled toilets
- Lift and lift keys
- AlphaSmart/laptop
- Wheelchair access
- Wombat chairs
- Physiotherapy on site
- Mobile hoist on site
- Adjustable table with facilities in science and food
- Power point to charge motorised scooter
- Langham step
- Postural wedge and back support

#### Emotional support

- Quiet club
- Time out cards
- Use of appropriate outside agencies

#### Conditions Supported

- Dwarfism
- Profound bilateral sensori-neural hearing
- Duchenne's Muscular Dystrophy
- Autistic Spectrum Disorder
- Co-morbidity



## V2.1

### Appendix B- Accessibility Plan

#### Purpose of the plan:

To reduce and eliminate barriers in accessing the curriculum and to enable full participation in the Trust community for pupils, prospective pupils and adult users with a disability.

This plan sets out the proposals to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the Trust curriculum;
- improving the environment of the Trust to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information which is readily accessible to pupils who are not disabled.

The Trust's accessibility plan is resourced, implemented and reviewed and revised as necessary.

#### Monitoring arrangements:

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

#### Links with other policies

This accessibility plan is linked to the following policies and documents:

- Special educational needs and learning policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

#### Increasing the extent to which disabled pupils can participate in the Trusts curriculum

Increasing access for disabled pupils to the Trust curriculum and improving teaching and learning lies at the heart of the Trust's work. Through self- review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within inclusive classes. It is a core value of the Trust that all children are enabled to participate fully in the broader life of the Trust. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

## V2.1

TARGET	STRATEGY	OUTCOMES	TIMESCALE	RESPONSIBILITY
<p>Increase confidence of all staff in supporting a range of needs across the curriculum.</p> <p>To ensure effective deployment and management of resources to meet the needs of pupils with SEND.</p>	<p>Personalised CPD for teachers to include how to support children with a range SEND, ensuring their needs are met (E.g. Dyslexia/ASC/ Physical disabilities)</p> <p>CPD on assessment, target setting and planning for scaffolded curriculum.</p> <p>Support and coaching in planning and delivering lessons to children with SEND.</p>	<p>All teachers are able to fully meet the requirements of disabled children's needs with regards to accessing the curriculum.</p> <p>A range of teaching styles and strategies evident in learning walks and book looks.</p> <p>SEND pupils needs are met and they are making at least expected progress in all subject areas.</p>	NOVEMBER 2023	EDHT SENCO
<p>Ensure classroom support staff have specific training on disability issues.</p>	<p>Support Staff to access appropriate CPD for example physical disabilities support service</p> <p>Opportunities to work with outside agencies on how best to support children in their care.</p>	<p>Support staff are able to meet the needs of children in their care.</p> <p>A range of support staff will have specialist skills through training received. E.g. ASC level 1/2, speech and language, managing and writing support plans</p> <p>Support staff will have coaching opportunities with outside on delivering effective intervention</p>	CONTINUOUS	HOS SENCO
<p>All educational visits to be accessible to all</p>	<p>Sharing guidance for staff on making trips accessible.</p> <p>Share care plans with staff for individual children.</p> <p>Ensure each new venue is vetted for appropriateness.</p>	<p>Trips will be accessible to all children and all staff will be competent in supporting children with additional needs and disabilities.</p> <p>All pupils able to take part in a range of activities.</p>	CONTINUOUS	OPERATIONS DIRECTOR  SENCO

## V2.1

	Risk assessments take into consideration medical needs and disabilities and appropriate provision is put into place			
Ensure all equipment and specialist facilities are accessible for all	<p>Classrooms and layout will be considered when timetabling</p> <p>Share care plans with staff for individual children.</p> <p>Risk assessments take into consideration medical needs and disabilities and appropriate provision is put into place</p>	<p>Specialist equipment will be purchased when required</p> <p>All subject areas are accessible with ramps or lifts.</p> <p>Specialist equipment provided such a sloping board, clamps.</p> <p>Ensuring curriculum is accessible to all</p>	CONTINUOUS	<p>Subject Specific Staff</p> <p>SENCO</p>
To ensure PE is accessible to all and extra-curricular activities.	<p>Full inclusion to participate in sporting activities.</p> <p>Staff to be aware of children's limitations and care plans to be shared with staff.</p>	<p>All children will be able to participate in sports and extracurricular activities with reasonable adjustments despite having a disability.</p> <p>Children with a disability to have the opportunity to participate in sporting events alongside children without disabilities.</p>	CONTINUOUS	<p>Subject Specific Staff</p> <p>SENCO</p>

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

BOURNE ACADEMY:

A Block – 3 Floors, working lift, all rooms accessible.

B Block – Ground Floors, all rooms accessible.

C, D & F Block – 2 Floors, working lift, all rooms accessible.

E Block – Ground Floors, all rooms accessible.

G Block – Ground Floor Mobiles, ramps in place, all rooms accessible.

H Block – Ground Floor, all room accessible.

J Block – 2 Floors, access to upper floor can be gained b using C Block lift, all room accessible.

K Block – 2 Floors, ground floor access only for those requiring use of a lift, classrooms are not subject specific, other rooms can be used.

Changing Rooms - Ground Floor Mobiles, ramps in place, all rooms accessible.

SPALDING ACADEMY:

A Block – No Access for staff or students.

B Block - Ground Floors, all rooms accessible.

C Block - 2 Floors, working lift, all rooms accessible.

D Block - Ground Floors, all rooms accessible.

E Block - Ground Floors, all rooms accessible.

F/G Block - 2 Floors, working lift, all rooms accessible.

GILES ACADEMY:

Giles Academy has ground floors that are accessible by all. There are a small number of buildings with two floors, these are not accessible due to no lift access, these rooms are mainly Science labs. Any student who is unable to access these rooms will receive subject specific teaching in a suitable room.

COWLEY ACADEMY:

Cowley Academy mainly consists of ground floor rooms. There are a small number of buildings with two floors, these are not accessible due to no lift access, these rooms are mainly Science labs. Any student who is unable to access these rooms will receive subject specific teaching in a suitable room.

The Trust will take account of the needs of students and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

## V2.1

TARGET	STRATEGY	OUTCOMES	TIMESCALE	RESPONSIBILITY
Ensure all disabled pupils can be safely evacuated.	Put in place and keep updated Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties.  Fire Marshals to receive updated training on how to evacuate all persons, including disabled people safely and a plan to be updated.	All staff are clear on evacuation procedures for pupils.  Clear understanding of the individual needs to safely evacuate all people.	CONTINUOUS	OPERATIONS DIRECTOR
	Fire drills to ensure speedy evacuations and identify any issues.  EVAC chair readily available via site team where appropriate.  PEEP plans to be in place if required	Any issues to be addressed immediately and plans amended appropriately.  All persons with disabilities able to access and evacuate areas of the buildings they have reached..	CONTINUOUS	OPERATIONS DIRECTOR
To ensure the accessibility of all disabled persons.	All corridors, entrances to be kept clear of obstructions.  Learning environments to be clear and tidy to support all pupils with disabilities including sensory needs including displays.	Pupils and people with disabilities to be able to move around the academy safely.	CONTINUOUS	OPERATIONS DIRECTOR  SENCO
School environment to be fully audited to ensure maximum access and optimised learning environment for disabled students.	Learning environment to be fully audited.	A teaching room for each subject to be fully accessible and developed to meet the needs of all disabled students.	Sept 2023 *1	

\*1- a review of science laboratory facilities to be carried out at Giles & Cowley Academy and modifications made to ensure one science facility is available for any student with a disability.

Improving the delivery of information which is readily accessible to pupils who are not disabled.

TARGET	STRATEGY	OUTCOMES	TIMESCALE	RESPONSIBILITY
Review information to parents/carers and children to ensure it is accessible.	<p>Provide information and letters in clear print and different formats where necessary e.g. different languages, enlarged font or braille.</p> <p>Academy office will support and help parents to access information and complete academy forms.</p> <p>To use social media platforms to communicate more effectively.</p>	All parents will be able to access information and will be kept informed of relevant news.	CONTINUOUS	HOS SENCO
For information to be accessible for children with SEND needs.	<p>Clear font and colours to be used and adapted for children with varying SEND needs (E.g. large font for children with VI and coloured overlays for children with dyslexia)</p> <p>For information to be differentiated for children with learning needs or speech and language needs.</p>	<p>Children with dyslexia and visual impairments to be able to access information delivered in class.</p> <p>Children with language difficulties to be able to access information at their own level and in a way that is meaningful to them.</p>	CONTINUOUS	HOS SENCO