



LIFE Education Trust

Learning Is For Everyone

Our Aim is that every School will be:

- An efficient school
- An effective School
- An enriching school
- An enabling school

ACCESSIBILITY POLICY

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| Policy | Accessibility Policy |
| Staff consulted on Pay Policy | Date |
| Policy adopted by Trust Board | 15.11.16 |
| Reported to LGBs for implementation | 13.12.16 |
| Implementation Date | 16.11.16 |
| Review Date | November 2020 |
| Policy Source | Essex Policy |

SCOPE:

This policy applies to all staff of the Trust and is implemented across the organisation. It also applies to all staff at all schools and units within LIFE Education Trust.

Each school within LIFE Education Trust must ensure that the contents of this policy are communicated to all staff.

Each school within LIFE Education trust publishes this policy on its website. It is also posted on the Trust's own, separate website. It is made available to staff and trade unions.

INTRODUCTION:

This policy and plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995. The SEN and Equality Act 2010 amended part 4 of the DDA so that it became applicable to education and to prevent discrimination against disabled people in their access to education. This has placed three key duties on schools, which are:

- Not to treat disabled students less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- Plan to increase access for disabled students.

KEY DEFINITIONS USED IN THIS POLICY:

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| LIFE | LIFE Education Trust |
| The Trust | LIFE Education Trust |
| The Board/Directors | The Board of Directors of LIFE Education Trust |
| School/Trust school | An Trust School or school within LIFE |
| Staff | All staff employed by LIFE and working with academies, schools or units within LIFE |

All schools within LIFE are legally defined as academies, regardless of whether the term "school" is used to describe them in the following policy.

STATUTORY RESPONSIBILITIES:

Definition of Disability

Disability is defined within the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities".

Life's Vision and Values

The trust is committed to ensuring equal treatment of all its employees, students and others involved in the Trust School community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery. Equality hinges not on treating all in the same way, but on taking positive action to make reasonable adjustments to redress the inequalities faced by some people and to promote attitudes to people with disabilities.

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| 1. | INTRODUCTION AND AIMS |
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| 1.1 | To reduce and eliminate barriers to access the curriculum and to ensure full participation in the Trust School community for students and prospective students with a disability. |
| 1.2 | To also ensure that the needs of disabled staff and parents/carers are accommodated in the school environment, as far as is reasonably practical. |
| 1.3 | The DDA specifies that an Accessibility Plan should make provision for: <ul style="list-style-type: none"> • Increasing the extent to which disabled students can participate in the Trust School curriculum • Improving the physical environment of the Trust School to increase the extent to which disabled students can take advantage of education and associated services. • Improving the delivery of information to disabled students, which is provided to students who are not disabled. This should take account of views expressed by the students or parents about their preferred means of communication. |
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| 2. | PRINCIPLES |
| | The Trust recognises the duty to |
| 2.1 | Ensure that compliance with the DDA is consistent with the Trust's Equality Policy; its Equal Opportunities Policy; the operation of its SEN policy and any other Trust policy that has a focus and impact on disabled students, staff and parents/carers. |
| 2.2 | Not discriminate against disabled students, staff and parents/carers in admissions and exclusions or in provision of education and associated services |
| 2.3 | Not treat disabled students, staff and parents/carers less favourably |
| 2.4 | Take reasonable steps to avoid putting disabled students, staff and parents/carers at a substantial disadvantage |
| 2.5 | Publish an Accessibility Plan (detailed herein as follows) |
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| 3. | THE ACCESSIBILITY PLAN |
| 3.1 | The plan is detailed at Annex A and summarised here: <ul style="list-style-type: none"> • In performing their duties, members of the Governing Body and staff will have regard to the Disability Rights Commission (DRC) Code of Practice for Schools (2002); • The Trust recognises and values parents' or carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects their and the child's right to confidentiality. • The Trust provides all students with a broad, balanced curriculum, differentiated and adjusted to meet the needs of individual students, promoting the development of a more inclusive curriculum: <ul style="list-style-type: none"> • Setting suitable learning challenges • Responding to students' diverse learning needs • Overcoming potential barriers to learning and assessment for individuals and groups of students • Accommodating the needs of disabled staff and parents/carers as far as is reasonably practical. |
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| 4. | ACTIVITY |
| | This section outlines the main activities and facilities which the Trust School already has in place or undertakes, or is planning to implement or undertake, in order to achieve the key objectives. |
| 4.1 | Access to Education and related activities |

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| | The Trust School already offers a broad and balanced curriculum with a diverse range of additional opportunities that are appropriately differentiated so as to maximise student access and to encourage wider participation. The Trust School will continue to review provision and seek input from students, parents/carers, relevant specialist advisers and appropriate health professionals on a regular basis. |
| 4.2 | Site Accessibility |
| | The Trust School has in place full disabled access to all its facilities and has ensured that such access has been maintained in its recent development of additional teaching spaces. Full access is also in place to all external parts of the Trust School's site. The Trust School has similarly ensured that there are sufficient washroom facilities within its teaching areas designed specifically for disabled users. As has been best practice in the past, the Trust School will continue to take account of the needs of its students, staff and visitors with physical difficulties and other impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes. |
| 4.3 | Access to information |
| | The Trust School liaises with the Local Authority to ensure compliance with Local Authority and government statutes. Our aim is to ensure that students, parents, staff and visitors have access to the information that they need, with due regard to confidentiality. |
| | Information provided by the school: |
| a | <p>Students have access to information by:</p> <ul style="list-style-type: none"> • the regular reporting of students' progress by written reports from teachers • feedback from their subject teachers (verbal and written) relating to their work completed in class, including at Parents' Evenings • reviews from enhanced monitoring through Pastoral Support Plans and IEPs. • the SEN review process • through the school student planner • representation on/by the Student Council |
| b | <p>Parents have access to information by:</p> <ul style="list-style-type: none"> • the regular reporting of their child's progress by written reports from teachers • teachers' written comments in students' books / planners / letters and emails to parents; telephone conversations • talking to teachers and support staff at annual Parents' Evenings • Year 6 information evening. • Options Evening (for students selecting their KS4 courses) • Form Tutors and Progress Manager's contact with parents (where applicable in a Trust School) • the Trust school's website • open mornings for parents of prospective new students • by prior appointment to visit the school • specific requests for information • through appointments with teachers (SEN reviews, reviewing Pastoral Support Plans, and any other professional's meetings) • the Main School Prospectus • SEN information report |
| c | <p>Visitors/external agencies/individuals have access to information (on a need-to-know-basis only) by:</p> <ul style="list-style-type: none"> • the Trust School's website • contact with professionals within the school • by written request to the Headteacher |
| d | Accessibility of information |

The Trust School aims to provide information in an accessible format and will respond to individual needs and requests as they arise.

For example:

- the Trust School will seek support from outside agencies to provide information in simple language, symbols, large print, audiotape or Braille for students, prospective students or parents who have difficulty with standard forms of printed information.
- the Trust School will also make information for parents available in a range of different formats, should the need arise, and be aware of font size and legibility when producing written information. during parents' evenings and review meetings of children's performance in school, details are confirmed to parents how they can access information • the Trust School will, if the need arises, aim to provide translation or interpreter services to ensure all parents/students can access information

APPENDIX A

LIFE Education Trust - Accessibility Plan

1. This Accessibility Plan has been drawn up in consultation with the students, parents/carers, staff and approved by the Directors of LIFE Education Trust.
2. The Trust is committed to providing a fully accessible environment which values and includes all students, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. The Trust is extremely well provided for in terms of enabling accessibility of provision for all students, staff and visitors to the school, though will continually strive to ensure this is both prioritised and taken into account when considering future developments. The following areas will form the basis of the Accessibility Plan with relevant actions to:
 - Improve access to the physical environment of the school including facilities provided within the classroom;
 - Improve the delivery of written information to students, staff, parents and visitors with disabilities.
 - Incorporate reference to accessibility within curriculum and lesson planning documents and within Schemes of Work.
4. It is acknowledged that there will be a need for on-going awareness raising and training for all staff and students in the matter of disability discrimination and the potential need to inform attitudes on this matter.
5. This Accessibility Plan should be read in conjunction with the following policies, strategies and documents;
 - a. Equality & Diversity
 - b. Health & Safety
 - c. Equal Opportunities
 - d. Special Needs
 - e. Behaviour Management
 - f. Child Protection
 - g. Bullying
6. The school prospectus, their website and LIFE Education Trust website will also make reference to this Accessibility Plan.
7. The Trust will be particular alert to any needs arising from the requirements of newly enrolled students to Year 7 and Year 12 each year as well as in-year entrants where accessibility issues may arise.
8. The plan will be monitored through the Local Governing Body