ACCESSIBILITY POLICY

Summary	Accessibility Policy	
Responsible Person/Author:	Facilities and H&S Manager	
Applies to: (please check as appropriate)	Staff ☒ Student☒ Community ☒	
Ratifying Committee(s)	Finance and Resources Committee	
Available On:	Compliance Library ☒	Website ☒
Date of Approval	5 July 2021	
Effective from:	1 September 2021	
Date of Next Formal Review:	June 2024	
Review Period	3 Years	
Status:	Statutory	
Owner	The Rodillian Multi Academy Trust	
Version:	2	

Document Control

Date	Version	Action	Amendments
January 2020	1	Policy first implemented	N/A
May 2021	2	Policy amended	Changes made to job titles.

Contents

Version 2

Introduction

1. The **Equality Act 2010** replaced all existing equality legislation, including the Disability Discrimination Act 1995 (DDA), which had been extended by the Special Education Needs and Disability Act 2001 to cover education. The Equality Act requires that schools must have an accessibility plan aimed at:

   - Increasing the extent to which disabled students can participate in the curriculum
   - Improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided
   - Improving the availability of accessible information to disabled students.

2. This policy considers the points above, our responsibilities to other stakeholders, and includes an Accessibility Plan.

Policies statement

3. This Accessibility Policy sets out how The Rodillian Multi Academy Trust ("the Trust") will improve equality of opportunity for disabled people. The aim of the Trust is to treat all people fairly and with respect.

4. The preparation of the Accessibility Plan has been informed by analysis of data within each Academy and its premises. It is a requirement that the Accessibility Plan is resourced, implemented and reviewed and revised as necessary.

Scope of this policy and Who this policy applies to

5. Please see the Accessibility Plan attached, outlining what action has been taken and who is responsible.

Publication of this Policy

6. This policy is accessible via the Trust and Academy websites.

Roles and responsibilities

7. It is a requirement that the Academy's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan will be reviewed in consultation with the:
   - Parents of students
   - Staff
   - Trust board
   - External partners

8. The Academy premises are monitored daily by the Premises Manager, and by a range of staff members who report their observations and concerns to the Site Management Staff and Academy Senior Leadership Team ("SLT").

9.   The Principal has the overall responsibility for the day to day arrangements for all stakeholders in the Academy and their accessibility arrangements but will meet with other members of Trust staff and Academy SLT to ensure the implementation of this policy.

Accessibility Policy

10.   The Trust recognises its responsibilities towards disabled staff and will:

- Ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers.

- Where necessary, undertake reasonable adjustment to enable staff to fully access the workplace.

- Monitor recruitment procedures to ensure that candidates with disabilities are given equal opportunities.

11.   Within the terms of the **Equality Act**, the term 'disability' is defined as:

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

Physical and mental impairments include sensory loss, mental illness and mental health, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and epilepsy. Behaviour difficulties are only included if they relate to underlying physical or mental impairment or result from a mental illness which is well recognised, e.g. Tourette's Syndrome, Attention Deficit Hyperactive Disorder, Attention Deficit Disorder, Autistic Spectrum Disorder etc.

Curriculum Access

12.   The Trust will continue to increase the extent to which disabled students can participate in the Academy curriculum. To achieve this, the academy will:

- Conduct an audit of Inclusive Quality First Teaching and Special Educational Needs and Disabilities ("SEND") support to assess if students have access to effective teaching strategies and appropriate resources.

- Provide In School Training ("INSET") to all staff on how to ensure all students within each lesson are able to access the lesson content, through differentiated tasks, personalised learning and inclusive teaching strategies etc.

- Provide training for all staff on differentiation of the curriculum and how to meet identified needs.

- All departments to show how differentiation is built into their planning and lesson delivery

- SEND Co-Ordinator ("SENDCO") and Assistant SENDCO to work closely with Heads of Faculty and teachers to ensure that all lessons are accessible to all students

- Teaching staff to liaise with the SEND department and Inclusion Support Workers prior to each lesson so that support is fully utilised

Differentiate resources

13. Each subject area will utilise resources tailored to individual needs including personalised tasks, flash cards and strategies for differentiation appropriate to each curriculum area or alternative teaching strategies which will support student progress and access to learning. These will include:-

- Use of interactive whiteboards to enlarge text to make it easy for all students to read

- Where necessary INSET provided to teachers of students with hearing difficulties on the use of the hearing amplifiers and visualisers that can be used in lessons

- Learning support department to liaise with specialists and where necessary invite them in to meet with teachers of specific students to ensure their needs are met through a variety of teaching strategies and resources

- Ensure equal access for disabled students to academy clubs, visits and extra-curricular activities

- Risk assessment and planning of trips to include accessibility references

- Analyse extra-curricular activities to ensure inclusion of learning support students and students with disabilities

- If necessary, draw up a list of venues with disability accessibility and/or a willingness to make reasonable adjustments for disabled students.

- Ensure that all students feel supported and included within the academy

- Place students on the SEND register, and where necessary provide emotional support through allocated staff.

- Close links with specialists to ensure that we are providing all the support and access to curriculum for students with hearing and vision disabilities

Physical Environment

14. The Trust will strive to improve the physical environment of the Academies to increase the extent to which disabled students can take advantage of education and associated services:

- The Academies have ramps to facilitate movement between differing floor levels and passenger lift(s) to access the above ground floor areas.

- Disabled toilets are accessible throughout the Academies. All doors to work areas and outside are wheelchair accessible with wide doors and level thresholds.

- Evac chairs are available at staircases. Trained staff are available to give assistance to students.

- Classroom furniture for disabled individuals is available.

- Entry/Exit to/from the academy

- Security gates at front of the building are opened at start and end of day to allow disabled vehicles access to students away from normal traffic

Lighting

15.   This has been improved in area and continues to be replaced as part of CIF and capital works, however special lighting for those with eyesight impediments has not been provided.

Signage

16.   Signage in all areas must be clear and concise. A way to achieve this is using pictorial signs.

17.   External steps on main entrances have chevron lines painted on to highlight the step. Alternative ramps are available in some areas where external steps are located.

Decoration

18.   The Academies are decorated throughout in pastel shades

Toilets & Care Suite Facilities

19.   There are disabled toilets provided. A suitable place is assigned in all Academies for providing intimate care of young people, including providing the necessary resources.

20.   An adequate supply of appropriate equipment is in place including gloves, wipes, aprons, foot operated waste bins, paper towels, liquid soap/spray cleaner, spare clothes and any other necessary items are always available.

21.   Although this is not yet achieved at every academy, future general toilet block refurbishments will include extended cubicles with a washbasin for young people with disabilities.

Canteen provision

22.   Disabled canteen users may need to sit at the specialist tables provided. It is advised that where possible, disabled students are given opportunity to purchase their food early or have an able bodied student/carer assist.

Delivery of Written Information

23.   To keep improving the delivery of information to disabled students (and parents) the Academies will continue to:

- Provide written materials in alternative formats (letters, the academy website, newsletters, email, signage etc.)

- Review documentation with a view to ensuring accessibility for students with visual impairments

- Continue to raise the awareness of all adults in school regarding the importance of good communication systems regarding individual student needs

Accessibility Plan (EXAMPLE)

Action	Success Criteria	Lead person	Timescale	Review
Any steps on main entrances to have chevron lines painted on to highlight steps to the visually impaired	Clear demarcation of steps around building	Site staff	As required Alternative ramps available to all access steps	**Annually**
Investigate lighting for those with eyesight impediments	Clear visibility around school premises and in lessons for visually impaired.	Site staff	As required	
Investigate showers and washing facilities within PE	Improve participation in sports	Sports hall manager	Showers/ washing facilities available in hired sports hall changing rooms	
Buzzer signage to be installed for wheelchair visitors to alert reception	Improved access for wheelchair users	Site staff	Done	
Marked bay disabled parking	Improved access for disabled staff	Principal/ Site Staff	As required	
To provide documentation in other formats, braille, taped, large text, etc.	Ease of communication	SENDCo/Assistant SENDCo Liaison with admin	As required	**Continual**
	Improve access to the telephone for disabled persons	SENDCo/Assistant SENDCo	Immediate alternative available In reception office	**Autumn term**

Update Evac chair training	More persons available to help in evacuation procedures	SENDCo/Assistant SENDCo	More academy staff need training if there is an increase in disabled students	**Annually**
Internal stairs to have toe painted or highlighted to improve visual	Improved access for visual impaired	Site Staff	Toe of stairs is lighter colour than tread	**Annually**

References

24.   The Accessibility Plan should be read in conjunction with:
- Risk Assessment Policy
- Health and Safety Policy
- The Admissions policy.
- The School Prospectus.
- The Equality and Diversity Policy.
- The Special Educational Needs policy.

Monitoring

25.   The Facilities and Health & Safety Manager together with the Director of HR will monitor the implementation and effectiveness of the policy by monitoring reports made under the policy.

Diversity

26.   The Rodillian Multi Academy Trust is committed to a policy of celebrating diversity, promoting equality of opportunity, providing an inclusive workplace, and eliminating any unfair treatment or unlawful discrimination. This overriding objective applies to all policies and procedures relating to staff and students. The Trust will always comply with the requirements of the **Equality Act 2010** and associated guidance produced by the Department for Education.

Appendix 1: Equality Impact Assessment

Equality, Diversity, Cohesion, and Integration Screening.

As a public authority, the Rodillian Multi Academy Trust needs to ensure that all our strategies, policies, service, and functions, both current and proposed have had proper consideration of equality, diversity, cohesion, and integration.

A **screening** process can help judge relevance and provides a record of both the **process** and **decision.** Screening should be a short, sharp exercise that determines relevance for all new and revised strategies, policies, services, and functions. Completed at the earliest opportunity it will help to determine:

- the relevance of proposals and decisions to equality, diversity, cohesion, and integration.
- whether or not equality, diversity, cohesion, and integration is being/has already been considered, and
- whether or not it is necessary to carry out an impact assessment.

Organisation:	Department responsible for the Policy:
The Rodillian Multi- Academy Trust	HR / Facilities and Health & Safety
Lead Person:	**Contact Number:**
Facilities and Health & Safety Manager	

1. Title: Accessibility Policy

2. Please provide a brief description of what you are screening
The Policy

3. Relevance to equality, diversity, cohesion, and integration		
Questions	**Yes**	**No**
Is there an existing or likely differential impact for the different equality characteristics?		x
Have there been or likely to be any public concerns about the Policy or proposal?		x
Could the proposal affect how services are organised, provided, located and by whom?		x
Could the proposal affect our workforce or employment practices?	x	
Does the proposal involve or will it have an impact on: -? • Eliminating unlawful discrimination, victimisation, and harassment • Advancing equality of opportunity • Fostering good relations	 x	 X X

4. Considering the impact on equality, diversity, cohesion, and integration

- **Scope of the proposal:** Students and staff.
- **Who is likely to be affected?** Students and staff.
- **Consultation and engagement activities with those likely to be affected?** The Policy is available through the Trust and Academies websites and a written copy can be provided on request.

- **Key findings**

We have considered the potential positive and negative impact on different equality characteristics in relation to the Policy and do not believe that any groups will be adversely affected. The Trust is vigilant in adhering to the appropriate legislation in relation to protected characteristics and to preventing discrimination. Managers are supported and trained in relation to these areas. The Policy has considered religious, racial and gender-specific clothing requirements and those of staff with disabilities in line with the Equality Act.

We have considered the perception that the proposal could benefit one group at the expense of another and we do not believe that the Policy could be perceived to be discriminatory with regards to its wording or format.

- **Actions**

The Trust will continue to promote positive impact and remove/reduce negative impact through the application of this Policy within the organisation.

5. Governance, ownership, and approval
Please state here who has approved the actions and outcomes of the screening

Name	Job title	Date
Andy Goulty	Chief Executive	12.04.2021

6. Publishing
This screening document will act as evidence that due regard to equality and diversity has been given.

Date screening completed	12.04.2021
Date agreed at Trust Board	05.07.2021