



**South East Cornwall Multi Academy Regional Trust**

# **Accessibility Policy**

<b>Date</b>	<b>Changes</b>
24/5/19	Copy sent to senior staff, unions, LGC, legal and Trust Board inviting comments
01/05/19	Consultation with unions in JCNC meeting at Liskeard
26/06/19	Version sent for final check prior to Trust Board
22/07/19	Approved by Trust Board
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## Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

South East Cornwall Multi Academy Regional Trust (SMART) aims to treat all its pupils fairly and with respect. This involves providing access and opportunities in our schools for all pupils without discrimination of any kind. We are committed to establishing equality for all pupils, their parents, staff and all other members of our school communities. It is the responsibility of all school communities to implement this aim in a manner which promotes the inclusive ethos of those school.

With reference to the Equality Act 2010, SMART training and information sharing initiatives will recognise the need to raise awareness on a continuing basis for staff and governors on equality issues, including understanding disability issues.

The trust supports any available partnerships in helping us to develop and implement our school accessibility plans. We will also include other stakeholders as appropriate in this.

Our trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in one of the schools in the trust, this procedure sets out the process for raising these concerns. However, issues relating to an individual school's Accessibility Plan should be raised with the Headteacher in the first instance.

## Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools and trusts on the Equality Act 2010](#).

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.

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.

Schools and academy trusts are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability faces in comparison with pupils without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

## Aims

Each school within the Trust must draw up a bespoke Accessibility Plan in compliance with current legislation and requirements as specified in Schedule 10, of the Equality Act 2010 relating to Disability. The plan is designed to identify and eliminate barriers that might prevent students from fully participating in school activities, both academically and

socially. Local Governing Committees are accountable for ensuring the implementation, as well as reviewing and reporting of the progress over a prescribed period. The terms of reference for all Local Governors Committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010. An Equality Impact review will be carried out annually by the Trust Board. Accessibility Plans are ultimately the responsibility of the Trust Board.

Individual school Accessibility Plans will be published on school websites and will be monitored through the Local Governing Committees. Paper copies are available upon request.

## Objectives

Each school must carry out an audit to identify actions required to provide information to draw up a local Accessibility Plan which is reviewed annually. The Trust commits to address the changes in a timely manner, however, it may only be feasible to undertake all of the works or initiatives identified over a period of years and with the support of relevant agencies. Information shared by external partnerships such as specialist advisors may be used to develop and implement the plan further during the cycle. The Plan must determine how access can be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the requirement to make reasonable adjustments to accommodate their needs.

The Accessibility Plan must relate to the key aspects of physical environment, curriculum and written information to ensure:

- Increased access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils. This covers teaching and learning as well as the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improved access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improved delivery of written information to pupils, staff, parents and visitors with disabilities, such as hand-outs, timetables, textbooks and information about schools and school events. The information should be made available in various preferred formats within a reasonable timeframe.

Local Accessibility Plans should be read in conjunction with the following policies from individual schools:

- Behaviour Management Policy;
- Special Educational Needs Policy;
- Teaching and Learning Policy.
- Curriculum Policies;
- Lock Down Procedures;
- Health & Safety Policy;
- School Improvement Plan;