



**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
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## Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since 2002, the Governing Bodies have had three key duties towards disabled pupils, under Part 4 of the DDA:

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

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that 'schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

## Aims

South East Cornwall Multi Academy Regional Trust (SMART) is 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.

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. Local Governing Committees are accountable for ensuring the implementation, as well as reviewing and reporting of the progress over a prescribed period.

SMART training initiatives will recognise the need to raise awareness on a continuing basis for staff and governors on equality issues with reference to the Equality Act 2010.

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

## **Responsibility for Implementation**

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. Issues relating to a school's Accessibility Plan should be raised with the Headteacher in the first instance.