



ACCESSIBILITY POLICY

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1 Introduction

- 1.1 This policy sets out our approach to accessibility for Reach South Academy Trust.
- 1.2 Each School within Reach South Academy Trust will set their own Accessibility Plan bespoke to their setting. The Trust however remains responsible for ensuring that each School meets the statutory requirements.
- 1.3 Our Trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

2 Key Objectives

- 2.1 To reduce and eliminate barriers to access to the curriculum and to full participation in the Academy community for students and prospective students with a disability.
- 2.2 To provide a caring and friendly environment.
- 2.3 To provide resources to cater for the needs of the individual students.
- 2.4 To promote an understanding of disabilities throughout the Academy and an awareness of the needs of students with a disability.

3 Core Values

- 3.1 *Inclusivity*: Reach South Academy Trust is for all children. We recognize that some children will face greater barriers to their learning and development than others. This may be due to any number of challenges, including cultural, social, domestic, physical or cognitive. We are committed to helping all children, particularly the most vulnerable, to overcome these so that they can grow and thrive to be well-rounded, healthy, educated citizens.
- 3.2 *Promoting social mobility*: This is a fundamental driver for Reach South Academy Trust. Although we recognize that each School's context and history informs our approach, this is never an excuse for accepting mediocrity or poor performance. An inclusive approach required an explicit commitment to improving social mobility for all children. To do this, we insist on:
 - 3.2.1 High standards of educational achievement.
 - 3.2.2 High standards of social skills and interpersonal skills.
 - 3.2.3 High standards of communication skills.
 - 3.2.4 High standards of critical thinking, problem-solving and creativity; and
 - 3.2.5 Understanding of society, economy, environment and an appreciation of contribution and participation.
- 3.3 *Serving our local communities*: Children's education cannot be isolated from their social context and, in particular, their family and peer environment. To raise a child's aspirations beyond their expectations, we must also raise the aspiration of their families and the wider community. Community engagement is not an additional activity that successful Schools do; it is fundamental to how they work. Beyond that though, we embrace the fact that the School exists to serve its community; it belongs to the community. Each of our Academies will ensure that the curriculum reflects the needs and uniqueness of its community.
- 3.4 *Believing in the potential of our young people*: Aspiration is a precursor to self-improvement; it is not sufficient in itself, but limited aspiration will limit achievement. It is our duty to believe in the potential of all of our children and to make that belief infectious.

We need the community to believe in their children, and we need the children to believe in themselves. Aspiration itself becomes a driver and a motivator for educational achievement and personal success.

- 3.5 *Preparing tomorrow's adults to contribute to social, economic, environmental and cultural sustainable development:* We educate children to improve their own life chances and opportunities, but we also education them as trusted members of a community and a global society. Through education, we want to make a contribution to security a society capable of developing, evolving, improving and being sustainable.

4 **Legislation and Guidance**

- 4.1 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](#).
- 4.2 The [Equality Act 2010](#) defines an individual as disabled if they have a physical or mental impairment that has 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.
- 4.3 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'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
- 4.4 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 air of adjustments to premises.
- 4.5 A person has a disability if:
- 4.5.1 They have a physical or mental impairment.
- 4.5.2 The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.
- 4.6 The [Special Educational Needs and Disability Act 2001](#) (SENDA) 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.
- 4.7 The [Equality Act 2010](#) requires every School to have an Accessibility Plan and this policy sets out the method by which accessibility to the Academy and its facilities will be established and maintained, in line with current legislative requirements.
- 4.8 [The Equality Act 2010](#) places three key duties on Schools/Academies, which are:-
- 4.8.1 Not to treat disabled students less favourably for a reason related to their disability.
- 4.8.2 To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage.
- 4.8.3 Plan to increase access for disabled students.
- 4.9 This duty requires Academies to produce an Accessibility Plan that identifies the action they intend to take over a three-year period to increase access for those with a disability in three key areas. This plan should be published and evaluated periodically. Trust monitoring visits will include discussion of the Academy's Accessibility Policy.

5 Core Principles

- 5.1 *Increasing the extent to which disabled pupils can participate in the curriculum:* We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the [Equality Act 2010](#) with regard to disability and to developing a culture of inclusion, support and awareness within the Academies. Our Academies will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of Academy life, and that all barriers to learning are removed.
- 5.2 *Improving the physical environment of the Academies to increase the extent to which disabled pupils can take advantage of education and associated services:* The Academy will take account of the needs of students and visitors 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 features.
- 5.3 *Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:* We are committed to improving the delivery of written information to pupils, staff, parents and visitors. Examples might include hand-outs, timetables, textbooks, and information about an Academy's events. Such information will be made available in various preferred formats within a reasonable timeframe.
- 5.4 *Improving the understanding of the whole Academy community:* We are committed to ensuring that the student voice is active in our Academy communities including in relation to the development and implementation of each Academies Accessibility Plan. There will be ongoing awareness raising and training for all staff and students in the matter of disability discrimination and the potential need to inform attitudes included the wider Academy community.

6 Accessibility Plan

- 6.1 The three areas of the Accessibility Plan include:
- 6.1.1 Increasing the extent to which disabled students can participate in the Academy curriculum.
 - 6.1.2 Improving the environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services.
 - 6.1.3 Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.
- 6.2 This policy statement acts as the framework for each of the Reach South Academy Trust's individual Academies as they implement their own Accessibility Plan.
- 6.3 The Accessibility Plan will be made available online on individual Academy's websites, and paper copies are available upon request.
- 6.4 The Trust supports any available partnerships to develop and implement the plan.
- 6.5 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.

7 **Monitoring Arrangements**

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

8 **Links With Other Policies**

- 8.1 This Accessibility Policy is linked to the following policies and documents:

8.1.1 Health and Safety Policy

8.1.2 Equality Duty information and objectives (public sector equality duty) statement for publication on each Academy's website

8.1.3 Special Educational Needs Information Report

8.1.4 Supporting Pupils with Medical Needs Policy

9 **Version Control**

Date	Summary of Change	Contact	Policy Implementation Date	Review Date
December 2024	Policy Review	Director of Inclusion	December 2024	December 2027

Appendix 1: Model Accessibility Action Plan

AIM	CURRENT GOOD PRACTICE Includes established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTION TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>Explain your Trust's/School's approach here. Example: The environment of each/the School is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities <p>Library shelves at wheelchair-accessible height</p>					
Improve the delivery of information to pupils with a disability	<p>Explain your School's approach here. Example:</p> <p>All of our Schools/our School use(s) a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large-print resources • Braille • Induction loops <p>Pictorial or symbolic representations</p>					