

Three Counties Academy Trust



Accessibility Plan

#A1(A)

Last updated: 01 September 2022

Review Date: 31 August 2025

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Statement of intent

This plan outlines how Three Counties Academy Trust, and its schools aim to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e., the curriculum, physical environment, and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The Trust Board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace

The plan will be resourced, implemented, reviewed, and revised in consultation with:

- Pupils' parents
- The Executive Headteacher, Heads of School and other relevant members of staff
- Trustees and Local Governors
- External partners

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following Trust and school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity, and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy
- Accessibility Policy

2. Roles and responsibilities

The Trust Board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan
- Approving this plan before it is implemented
- Monitoring this plan

The Executive Headteacher and Heads of School will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise
- Working closely with the Trust Board and Local Governing Body's, LA, and external agencies to effectively create and implement the Trust's Accessibility Plan

The SENCO will be responsible for:

- Working closely with the Executive Headteacher, Heads of School, Trust Board and Local Governing Body to ensure that pupils with SEND are appropriately supported
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the Executive Headteacher and Head of School in relation to those needs as appropriate

Staff members will be responsible for:

- Acting in accordance with this plan at all times
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g., by making reasonable adjustments to their practice
- Ensuring that their actions do not discriminate against any pupil as a result of their disability

3. The Accessibility Audit

The Trust Board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the Trust Board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers

- **Access to the physical environment** – the Trust Board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers
- **Access to information** – the Trust Board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers

When conducting the audit, the Trust Board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short, medium, and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Is the curriculum fully accessible for those with SEND	Audit of the curriculum	Heads of School and SENCO's	Summer 2023 or earlier where feasible	Gaps or areas of difficulty are known and planned for so that accessibility is improved	Autumn 2023 Or earlier where feasible
	New and existing staff members have limited skills to support pupils with SEND	INSET provided to staff members Training for teachers on differentiating the curriculum	Executive Leader for Safeguarding and Inclusion, Heads of School, and SENCO's	Spring 2023 or earlier where feasible	All staff members have the skills to support pupils with SEND	Autumn 2023
Medium term	Some school trips may not fully take into account pupils with SEND, especially for residential and foreign trips	Audit current process. Needs of pupils with SEND are incorporated into the planning process	Executive Leader for Safeguarding and Inclusion, Heads of School, and SENCO's	Summer 2023	Planning of school trips takes into account pupils with SEND	Summer 2024
Long term	Pupils with SEND require significant use of technology to access lessons	Provide individual and classroom wide technology and other adjustments for pupils with SEND	Executive Leader for Safeguarding and Inclusion, CFO and SENCO's	Autumn 2024	Pupils with SEND can access lessons with rich and supportive technology deployed	Spring 2025

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	QE, consider fitting remote disabled facilities with RADAR or similar locks, currently these facilities remain locked reducing access	Upgrade locking mechanisms	Site Manager	Spring 2023	Disabled toilet access improves with use of appropriate safeguards	Summer 2023
Medium term	QE, split level dining and assembly rooms would add complications for wheelchair users	Consider temporary or permanent ramp downstairs between rooms	Site Manager	Summer 2023	Transition between both areas is improved without the need to exit the building	Autumn 2024
	QE, split level rear ramp and rear playground area would add complications for wheelchair users	Consider temporary or permanent ramp extension between areas	Site Manager	Summer 2023	Transition between both areas is improved without the need to circumnavigate the building exterior	Autumn 2024
Long term	QE has an upstairs provision in both blocks with no lift facility	Review cost effective solutions to enable first floor study if required	CFO and Site Manager	Summer 2024	School buildings are fully accessible	Autumn 2025

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Trust and school websites may not be fully accessible to children and visitors with SEND	Further audit of website to identify issues around accessibility	Executive Headteacher	Summer 2023	New websites offer high levels of functionality for SEND visitors	Autumn 2023
Medium term	Increase in EAL pupils with families with limited English and potential sight impaired families	Trust to assess most common documents that may require translation to enable accessibility to information	Executive Leader for Safeguarding and Inclusion	Summer 2023	School is aware of local services for converting written information into alternative formats and will ensure most used documents are converting in a range of common formats	Autumn 2024
Long term	Audible information is not accessible to pupils with hearing impairments	Examine provision of induction loop facilities throughout Trust site	Executive Leader for Safeguarding and Inclusion, CFO and Site Manager	Spring 2024	Written information is fully accessible to children with visual impairments	Summer 2025

Monitoring and review

This plan will be reviewed on an annual basis by the Trust Board, Executive Headteacher and Executive Leader for Safeguarding and Inclusion. The next scheduled review date for this plan is 31st August 2023 with an audit to be confirmed in Summer Term 2023. Any changes to this plan will be communicated to all staff members and relevant stakeholders.

Signed by:

_____	Executive Headteacher	Date: _____
_____	Chair of Trustees	Date: _____