



TRINITY  
ACADEMY

## Accessibility Policy

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Name of policy	Accessibility Policy
Date approved	September 2019
Date to be reviewed	September 2020

## **Introduction**

The Equality Act 2010 specifies that schools must not discriminate against a pupil because of a disability. The legislation defines disability as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. 'Substantial' is defined as 'more than trivial' so the definition covers a large group of children and includes hidden disabilities such as dyslexia and other language and learning difficulties and behavioural difficulties associated with diagnosed mental health conditions.

## **Principles**

The Schools is committed to making reasonable adjustments to its curriculum, environment and day-to-day running in order to remove the barriers faced by children with disabilities. This is so that children with disabilities can participate in, and benefit from, educational activities to the same extent as children who are not disabled. The school recognises that, although some children with disabilities will have an Education, Health and Care Plan (EHCP), many will not.

With this in mind, the Accessibility Policy aims to:

- Increase the extent to which students with disabilities can **participate in the curriculum**
- Improve the **physical environment** of the School to increase the extent to which disabled students can take advantage of education and associated services
- Improve the **delivery of information** regarding access to support and services relevant to students with disabilities.

## **Access to the Curriculum**

Trinity Academy is committed to making the school curriculum accessible for all its pupils. The school may make reasonable adjustments to teaching in order to give greater access to the curriculum. The School's SENDCo, supported by the leadership team, will regularly review the provision in place for children who face barriers to learning due to a disability. Provisions to improve curriculum access will always vary between individuals, but may include:

- Adjusting class seating plans – for example to support a child with hearing impairment
- In-class or out-of-class support with a Learning Support Assistant
- The preparation of learning resources – for example adapting handouts to support a child with a visual impairment
- Identifying and applying for access arrangements for public examinations

- Training staff on how to respond to behavioural challenges associated with some disabilities in order to minimise disruption to learning.
- Small-group intervention in subject areas
- Facilitation of external specialist teaching – for example for speech and language therapy
- Allow the use of a laptop in class to support note taking – although any child using this provision will need to show suitable competency in word processing.

The School also recognises that some children may struggle to access the curriculum as a result of extremely low literacy and numeracy levels or cognitive processing issues. Often it is difficult to attribute such characteristics to an underlying disability. Regardless, the School will aim to provide specific support in order to reduce difficulties these children may have in accessing the curriculum. To this end, the School will:

- Make every effort to identify children early – through very low Key Stage 2 scores, or very low aptitude or summative assessment scores
- Put in place a plan to improve numeracy and literacy. This may include access to a Catch-Up Curriculum – where basic literacy and numeracy is taught alongside the standard curriculum
- Monitor any improvements made and adjust the provision as necessary.

**Monitoring:** Access to curriculum will be monitored by the SENDCo and findings reported to SLT and LGB via SEND Governor.

### **Access to the Environment**

Trinity Academy is committed to ensuring that the school environment, including its temporary accommodation at Stoke Park Primary School, is accessible for all students and staff who use it. The School will make any reasonable adjustments necessary to the physical environment to ensure accessibility for disabled members of the school community. This will include:

- Assessing site accessibility for wheelchair users and others with physical disabilities. This includes assessing ramping, toilet access and lift access (at the School's permanent site)
- Making reasonable adjustments following advice and guidance provided by specialist agencies to ensure access for disabled students e.g. Sensory Support advising on necessary changes to support visually impaired students
- Considering provision of auxiliary aids to ensure disabled students are not placed at a substantial disadvantage in comparison to pupils who are not disabled for access to the school's environment e.g. purchase of coloured overlays for pupils with visual stress difficulties.
- Liaising with primary schools, parents/ carers and specialist agencies to ensure disabled students have appropriate access to facilities to meet the needs of their disability e.g. providing access to appropriate spaces for pupils with medical needs to self-medicate.

**Monitoring:** Access to environment will be monitored by SENDCO and findings reported to SLT and LGB via SEND Governor.

### **Access to Information**

Trinity Academy is committed to ensuring that the information is accessible for all students and parents/ carers. The school will make any reasonable adjustments necessary to the information created to ensure accessibility for disabled members of the school community. This may include:

- Provide accessible information for disabled students and their parents/ carers
- Provide appropriate mediation of information to ensure access for students and parents/ carers – for example modifying written information into braille format for visually impaired pupils
- Where reasonable, respond to parent/ carer requests to provide information in alternative formats to written English
- Use appropriate and identified forms of communication to disseminate information to parents/ carers e.g. email, telephone, written communication.

**Monitoring:** Access to information will be monitored by SENDCO and findings reported to SLT and LGB via SEND Governor.

### **Policies Linked to the Accessibility Policy**

- CST Special Educational Needs & Disability (SEND) Policy

### **Monitoring and Review**

The school will review this policy annually at the start of the new Academy and then bi-annually once embedded, assessing its implementation and effectiveness. The policy will be promoted and implemented throughout the School.