Trust Accessibility Policy

Approved by:	Trustees	**Date:** September 2021
Last reviewed on:	September 2025	
Next review due by:	September 2027	

Encourage Help Achieve Nurture
ENHANCE ACADEMY TRUST

CONTENTS:

Contents

Statement of intent 2
Purpose and Scope 2
Legal framework 3
Definitions 4
Roles and responsibilities 4
Accessibility Plan 5
Equal opportunities 6
Admissions 6
Curriculum 6
Physical environment 6
Monitoring and review 7

Statement of intent

This policy sets out how Enhance Academy Trust meets its duties under the Equality Act 2010 and the Public Sector Equality Duty in relation to accessibility. It applies to all academies within the Trust and covers pupils, staff, parents/carers, Trustees, governors, and visitors. Each academy is required to produce and maintain a local Accessibility Plan, which is aligned with this policy.

Each academy will publish a three-year Accessibility Plan, reviewed annually, which will:

- Set out how the school will address the three aims above.
- Be approved by the Local Academy Board.
- Be published on the academy website and shared with stakeholders.
  The CEO will collate and report progress across the Trust to Trustees annually.

The Trust is committed to engaging pupils, parents, staff, and local community stakeholders in the development and review of Accessibility Plans, ensuring that provision reflects local needs and voices

- The Trust Board will review this policy annually.
- Each Accessibility Plan will be monitored at LAB level termly and reviewed at least every three years.
- Progress against Accessibility Plans will be reported to Trustees annually as part of the Trust's Equality and Inclusion reporting cycle.

This policy and all academy Accessibility Plans will be published on the Trust and academy websites and made available in alternative formats upon request.

The Trust aims to:

1. Increase access to the curriculum for pupils with disabilities.
2. Improve and maintain access to the physical environment of academies.
3. Improve the delivery of written information in accessible formats.

Purpose and Scope

Lepton CE Primary Academy is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with disabled pupils, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

This policy outlines the principles that the school is committed to following throughout all accessibility planning activities to ensure that all disabled pupils are able to enjoy and access all aspects of educational life in the same way as other colleagues. The specific measures the school has taken to ensure the school is accessible are outlined within the **Accessibility Plan.**

The ways in which the school fosters inclusion and equality for pupils who share other protected characteristics are outlined in the Pupil Equality, Equity, Diversity and Inclusion Policy, and the ways in which the school ensures its practices and environments are accessible and inclusive for staff are outlined in the **Staff Equality, Equity, Diversity and Inclusion Policy.**

This policy must be adhered to by all staff members, pupils, parents and visitors.

Legal framework

This policy is based on the Equality Act 2010 and the Department for Education guidance *The Equality Act 2010 and Schools*. It also takes into account the SEND Code of Practice (2015), the Public Sector Equality Duty (2011), and the Trust's responsibilities under health and safety and safeguarding legislation

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

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The 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 policy operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equal Opportunities and Dignity at Work Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Development Plan
- Data Protection Policy

Definitions

- In line with the Equality Act 2010, **"indirect discrimination"** is defined as where a provision, criterion or practice is discriminatory in relation to a person's protected characteristics, where:
- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion, or practice is a proportionate means of achieving a legitimate aim.
- The **"protected characteristics"** are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.
- A person is defined as having **a "disability"** if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

Roles and responsibilities

Trust Board: Holds ultimate accountability for ensuring compliance with the Equality Act 2010 across the Trust. Reviews progress annually and receives assurance reports from the CEO.

Chief Executive Officer: Ensures that each academy has an up-to-date Accessibility Plan and that Trust-wide compliance is monitored.

The Local Academy Board (LAB) will:

- Ensuring that all accessibility planning, including the school's Accessibility Plan, adheres to and reflects the principles outlined in this policy.
- Monitoring the Accessibility Plan.
- Approving the Accessibility Plan before it is implemented.

The Headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school's accessibility, in conjunction with the Local Academy Board and in line with the school's legal obligations and the principles outlined in this policy.
- Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary.
- 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 with disabilities arise.
- Working closely with the Local Academy Board (LAB) and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the Headteacher and Local Academy Board (LAB) 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 headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.
- Ensuring that their actions do not discriminate against any pupil, parent or colleague.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

Accessibility Plan

The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe. It will be presented as either a freestanding document or as part of another document, such as the School Development Plan. The Accessibility Plan will be structured to complement and support the school's Equality Information and Objectives Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in September 2027. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review. Both this policy and the Accessibility Plan will be published on the school website.

Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

The Headteacher or subject leader and the SENCO will work together to ensure that the pupil's EHC plan is implemented, and that the teaching of that subject is adjusted for the pupil wherever necessary in line with their EHC plan. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential in each subject, advice will be sought from outside agencies where necessary.

Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.

Specialist resources are available for pupils with visual impairments, such a large print reading books. Teaching Assistants are deployed to implement specific literacy, numeracy and speech programmes.

Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils with disabilities have limited or no access to.

The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord. There are provisions for nappy changing.

Where entrances to the school are not flat, a ramp is supplied for access. Wide doors are fitted throughout the school to allow for wheelchair access. The corridor flooring and lighting is designed to support those who are visually impaired.

Monitoring and review

This policy will be reviewed by the Trust on an annual basis or when new legislation or guidance concerning equality and disability is published.

The Local Academy Board and Headteacher will review the policy in collaboration with the SENCO and the Accessibility Plan.

Equality impact assessments will be undertaken as and when school policies are reviewed.