



## TRUST IN LEARNING (ACADEMIES)

### ACCESSIBILITY POLICY



Date Created: January 2015  
 Effective From: January 2015  
 Dated Adopted by the Board: January 2015  
 Review Date: December 2017

Date	Page	Change	Purpose of Change
December 2017		No change	

## 1. Introduction

Trust in Learning Academies (TiLA) takes a very inclusive approach toward the provision of its learning experiences for students across its schools/academies.

The Disability Discrimination Act 1995 (DDA) as amended by the Special Educational Needs and Disability Act 2001 places a duty on the responsible bodies of all schools to plan to increase the accessibility of their individual schools for disabled students and prospective disabled students.

The definition of a disability under the Equality Act 2010 is if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

This statement is a reflection of not only a commitment to provide quality learning experiences for all, but also that there is an equality of enjoyment and access as far as possible. TiLA has a responsibility to ensure that its schools/academies provide a curriculum that meets the specific needs of individuals and groups of students and the application of this will be the responsibility of the Local Governing Body (LGB).

Each LGB will set suitable learning challenges; they will respond to students' diverse learning needs and will overcome potential barriers to learning, assessment and access for individuals and groups of students.

TiLA and the Local Governing Body (LGB) of each school/academy also aims to improve accessibility for disabled parents, staff and visitors to the school/academy.

## 2. Aims

TiLA and each LGB will seek to ensure that the following aims lie at the heart of our practice:

3. not to treat disabled students/staff/parents and visitors less favourably for a reason related to their disability;
4. to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
5. to plan to increase access to education for disabled students.
  - a. to ensure all students/staff/parents and visitors will have care, courtesy and commitment within their school community
  - b. that each school/academy has a curriculum that meets individual student needs

### 3. Scope

This policy covers all of the schools/academies within the TiLA Federation of schools. It covers aspects of:

- The physical environment
- Virtual environment/assistive technology
- The curriculum
- Pupil/Student support and guidance

### 4. Values, Principles and Standards

The vision of TiLA is to raise the achievement and life chances of all our pupils/students, irrespective of any disability, and to serve the community each school/academy by providing access to a range of activities and opportunities. We aim to use our resources and expertise to encourage all students to develop confidence, understanding and skills in these areas.

This policy statement represents the response of the TiLA and their LGB's to its duties to promote equality for disabled people. Where our schools/academies are within a PFI contract each respective LGB will liaise with their FM provider to ensure that they are aware of this policy and that their practice supports this policy.

We are committed to the involvement of disabled people in the continued development of this statement and any actions that result.

### 5. Objectives

Each school/academy will endeavour, within the resources available, to:-

- a. increase the extent to which disabled pupils/students can participate in the school/academy's curriculum.
- b. improve the physical environment of the school/academy for the purpose of increasing the extent to which disabled pupils/students/ are able to take advantage of the education and associated services provided or offered at the school/academy
- c. make written information accessible in a range of different ways for disabled pupils/students,/ parents where it is provided in writing for pupils/students who are not disabled.
- d. allocate adequate resources to maximise the implementation of any plan to ensure that reasonable adjustments are in place so that disabled pupils/students/parents/staff are not placed at a substantial disadvantage within the school/academy community.

### 6. Communication

Each LGB will have an action plan as to how they will respond to this policy. They will take steps to secure this involvement:

- a. Local organisations of disabled people;
- b. Disabled members of staff;
- c. Disabled parents/carers and visitors

- d. Parents of disabled children attending the school;
- e. Union representatives ;
- f. Disabled children at the school/academy.

## 7. Responsibilities and accountabilities

This TiLA overarching policy statement establishes the aims and scope of the policy to be implemented. The implementation is the responsibility of each LGB and should result in a clear action plan that will:

- a. During the period that this statement remains in force (3 years) review all policies and practices on a rolling programme in respect of their effect on promoting disability equality;
- b. Collect and analyse relevant statistical information (see below);
- c. Collect qualitative information on the confidence and enjoyment of disabled people (see below);
- d. Review advertising with a view to making it more encouraging to disabled people;
- e. Examine information for parents and transfer induction for children with a view to making it more encouraging for children;
- f. Make appropriate reports (see below);
- g. Introduce an equality impact assessment on new developments

## 8. Monitoring and Review

Each LGB will recognise the importance of collecting, analysing and acting upon information, if we are to discharge our equality duty. Accordingly each school/academy will collect the following information:

- a. Data on the employment of disabled people. Disability monitoring. It is recognised that the number of disabled employees is likely to be statistically small in a small workforce and that it will be important to look at trends rather than at the year-on-year fluctuations;
- b. Qualitative information from disabled employees or would-be employees. This will include feedback via the induction process;
- c. Performance/progression/destination data for disabled children;
- d. Disciplinary data for disabled children; and
- e. Qualitative and quantitative information on the effect of interventions in regard to disabled children.

## 9. Reporting and Use of Information

- a. The information collected will be reported to the appropriate LGB Committees;
- b. A summative report will be made to LGB (with access to TiLA Board where requested) between revisions and reviews of this policy or action plan;
- c. It will be taken into account in decisions regarding staffing, curriculum and premises development;

It is a requirement that TiLA's accessibility plan is resourced, implemented and reviewed and revised as necessary.