



LINKS
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MULTI ACADEMY TRUST

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Accessibility Plan Policy

May 2020

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Accessibility Plan Policy V1.0
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Accessibility Plan Policy May 2020

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Committee:	Academy Resources and Audit Committee (ARAC)
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Amendments

Periodically the Senior Leadership Team and Board of Trustees will add to or revise the content within this policy. Any revision made are noted below.

Edition	Date	Revision made by	Content revised
1.0	09.05.20	Rosie Marwaha	Updated to MAT format. Some significant changes to previous policy (September 2016)

Please note that for the purpose of this policy, the following terminology will apply:

Headteacher	Executive Head, Head of School, Headteacher.
Trust	Links Multi Academy Trust
School	Links Academy St Albans, Links Academy Hatfield and Cedars
Parent	Parent means the person with parental responsibility, and could be the carer.

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of all schools within the trust to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

The Links Multi Academy 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.

The Trust is committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, respect and inclusion.

The plan will be made available online on the trust website, and paper copies are available upon request.

Our Trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in any of our schools, this procedure sets out the process for raising these concerns.

2. Legislation and Guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

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'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Values, Principles and Standards

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and the physical aids to access education.
- Increase access to the curriculum for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as are the able bodied students. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, alternative provision or school visits. It also covers the provision of specialist aids and equipment, which may assist these students in accessing the curriculum.
- Improve the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
- We acknowledge that there is a need for on-going awareness raising and training for staff and trustees in the matter of disability discrimination and the need to inform attitudes on this matter.

4. Responsibilities and Accountabilities

The Trustees Board is responsible for:

- Ensuring that this policy is in place;
- Publishing information about the Accessibility Plan
- Providing the necessary guidance, encouragement and resources to allow this policy to be followed; and
- Monitoring the effectiveness of this policy.

The Headteacher is responsible for:

- Ensuring that the policy is in place and that appropriate members of staff are taking day-to-day responsibility for it.
- Ensuring that the Plan is central to actions and planning.

All staff are responsible for:

- Observing and maintaining the Aims, Values, Principles and Standards as laid out above.

5. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Access to Curriculum					
Objectives	By Whom	Strategy/ Action	Resources	Deadline	Success Criteria
To ensure that students understand and are considerate of disabled groups	All staff	Form time/Assemblies and EVHW curriculum	EVHW programme	See schedule	Student awareness evidence across school
Continue the application in class of differentiation strategies	All teaching and support staff	Use profiles, roots and fruits, SEN strategies	Update resources half-termly	Updated half-termly	Strategies consistently used across the curriculum seen through learning walks and observations
Application of differentiation in all classes, understanding and response to specific needs of students	All teaching and support staff	Provide training for staff regarding needs of individuals and groups of student and fortnightly focus meetings	Regular Thursday teaching point and Monday training sessions	See termly programme	All students needs identified and strategies consistently used across the curriculum
Ensure examination access arrangements allow fair access to all students	SLT & SENCo	Considered planning of access arrangements for all examinations. Training of invigilators and rehearsal of arrangements throughout academic year and mock exams	Testing to provide evidence for access	Next formal examinations dates	Fair and equitable access in line with exam board guidelines
Provide considered support for trips and visits ensures fair and equitable access and opportunity	All staff	Liaison between SEND and pastoral teams with trip leader	As appropriate	For every visit	Fair and equitable access to all trips and visits

Access to the Environment					
Objectives	By Whom	Strategy/ Action	Resources	Deadline	Success Criteria
To continually review physical access to the site.	Premises Team and SBM	Regular reviews and assessment of site access	Yearly	When appropriate for a student	Easy access for wheelchair users
Ensure signage considers the needs of differently able people	Premises Team and SBM	Continued use of accessibility plan in conjunction with signage planning	As appropriate	As appropriate	Improving access to all school parts
Regularly audit school site and ensure maintenance (H & S)	Premises Team and SBM	Audit for trip hazards, adequate lighting	Annually	Scheduled	Site clear and well maintained
Ensure corridors are freely accessible and safe	All staff	No cupboards, tables, pegs etc. to be stored in the corridors	H&S audit in partnership with LA and H&S Team	Booked annually	Corridors clear and well maintained
Any new build work considers the needs of differently able people	SBM and SLT	Continued use of accessibility plan in conjunction with build planning	As appropriate	Built in as part of planning	Improving access to all school parts
Access to information					
Ensure all information to parents is available via a range of media and formats	All staff	Ensure letters and information to parents is available via written, online, Groupcall	Website updated as appropriate	At least annually	Positive feedback from parents.
Ensure parents with additional needs at school events such as parent evenings are supported	All staff	Ensure support is available as need arises, e.g. Interpreter/sign language. Target disadvantaged for participation	As appropriate	Available as appropriate	Use as required

6. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Policy Review – Accessibility

This policy will be reviewed in full by the Academy Resources and Audit Committee (ARAC) every 3 years, but may be reviewed and updated more frequently if necessary.

The policy was last reviewed and agreed by the ARAC and the Trustees in May 2020.

It is due for review in March 2023 up to 36 months from the above date.

Signature

Date

David Allen
Executive Headteacher

Signature

Date

Maire Lynch
Chair of Trustees