



Policy	Accessibility
Author	Fusion
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Introduction

This policy is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995. The Special Educational Needs and Disability Act 2001 (SENDA) amended part 4 of the DDA so that it became applicable to education and to prevent discrimination against disabled people in their access to education. This has placed three key duties on schools / academies, which are:-

- not to treat disabled students less favourably for a reason related to their disability
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- plan to increase access for disabled students

This duty requires schools / academies to produce an **Accessibility Plan** that identifies the action they intend to take over a three year period to increase access for those with a disability in three key areas. This plan should be published and evaluated periodically. The three areas include:

- Increasing the extent to which disabled students can participate in the academy **curriculum**.
- Improving the **environment** of the academy to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery to disabled students **of information which is provided in writing** for students who are not disabled.

This policy statement acts as the framework for each of the Eastern Multi-Academy Trust's individual academies as they implement their own Accessibility Plan.

Key Objectives

- To reduce and eliminate barriers to access to the curriculum and to full participation in the academy community for students and prospective students with a disability.
- To provide a caring and friendly environment.
- To provide resources to cater for the needs of the individual students.

- To promote an understanding of disabilities throughout the academy and an awareness of the needs of students with a disability.

Principles

1. Increasing the extent to which disabled pupils can participate in the curriculum.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the academies.

Our academies will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of academy life, and that all barriers to learning are removed.

2. Improving the physical environment of the academies to increase the extent to which disabled pupils can take advantage of education and associated services.

The academy will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

3. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

We are committed to improving the delivery of written information to pupils, staff, parents and visitors. Examples might include hand-outs, timetables, textbooks and information about an academy's events. Such information will be made available in various preferred formats within a reasonable timeframe.

4. Improving the understanding of the whole academy community

We are committed to ensuring that the student voice is active in our academy communities including in relation to the development and implementation of each academies Accessibility Plan.

There will be on-going awareness raising and training for all staff and students in the matter of disability discrimination and the potential need to inform attitudes including in the wider academy community.