



Trinity Academy Whitehill Accessibility statement

Policy:	MAT Accessibility Statement with local Academy Accessibility Plan
Date of review:	June 25
Date of next review:	June 27
Lead professionals:	MAT H&S Manager with Academy RO and SENDCo
Status:	Statutory

Introduction

- 1.1. The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.
- 1.2. The previous Disability Discrimination Act (DDA) 1995 was amended in 2001 to include education. It specified that academies must not treat children less favourably for reason(s) associated with their disability and must take reasonable steps to avoid putting them at a disadvantage.
- 1.3. All schools and academies are required to carry out accessibility planning for disabled students and have an Accessibility Plan. Our Accessibility Plan is aimed at:
 - Increasing the extent to which disabled students can participate in the curriculum.
 - Improving the physical environment of the academy to enable disabled students to take better advantage of education, benefits, facilities and services provided.
 - Improving the availability of accessible information to disabled students.
- 1.4. It is a requirement that the academy's Accessibility Plan is resourced, implemented, reviewed and revised, as necessary. Within this document is our action plan and details on how we will address the priorities identified.
- 1.5. Information about the Accessibility Plan must be published in the annual report to parents. There is some overlap with the academy's SEND policy and reporting, however this plan aims to go beyond SEND and increase inclusion in our academy.

2. Links with other policies and legislation

- 2.1. This plan links to our responsibilities under the Equality Act 2010. The trust has in place an Equality Policy which outlines the trust's commitment to equality and our duties under the Public Sector Equality Duty (PSED).
- 2.2. This plan links to the trust's SEND policy and provisions and premises management policies.

3. Definition of disability

- 3.1. The definition of disability under the law is a wide one. A disabled person is someone who has 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.
- 3.2. The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health concerns and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.
- 3.3. If a person has been disabled in the past (for example, people recovering from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.
- 3.4. Students with disabilities have special educational needs; however, not all students with SEND meet the definition for disability. The plan needs to cover all of these students.

4. Trust statement

- 4.1. The Directors and Governors of Trinity Multi Academy Trust recognise the need to make all reasonable provisions for the admission and education of disabled students. Where possible the trust expects Principals and their senior leadership team, to ensure that:
 - Leaders continually review the curriculum to ensure that disabled students are not disadvantaged in any way and that all subjects and activities are available to them.
 - Leaders do everything possible within budgeted resources to improve the physical environment by making reasonable adjustments, when and where necessary, in order to allow the movement of disabled students around the academy.

- Leaders review the admissions policy so that reasonable adjustments may be made for disabled students seeking admission to the academy.
- Leaders ensure that training for both teaching and non-teaching staff is implemented and evaluated so that they are aware of, and able to meet, the needs of disabled students.
- Leaders monitor and evaluate a range of student data to ensure that the needs of disabled students are met and, in many cases, exceeded through implementing additional support and intervention strategies to reduce or remove any barriers to learning.

5. Increasing the extent to which disabled students can participate in our curriculum.

5.1. Governors and Principals (with their senior leadership team) should identify actions in the Accessibility Plan to enhance teaching and learning opportunities for all those in the academy community with disabilities.

5.2. This section gives examples of what this may include:

- Consideration of increasing participation in academy activities such as after-school clubs, leisure and cultural activities, as well as out-of-school visits, particularly for difficult-to-include student groups, such as those with physical or behavioural challenges.
- How threats to participation have been analysed using a risk assessment proforma and actions taken to reduce those identified risks
- Identifying how classroom support arrangements, such as deployment of learning support assistants, provision of ICT, contribute to, and enhance learning opportunities.
- Agreeing how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation.
- Consideration of how classroom/group organisation has been targeted to ensure that all students achieved increased levels of success.
- Description of how an action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments.
- How we respond to students and their parents/carers through the application of the SEND Policy (and related Code of Practice)
- Has our application of the SEND policy improved student attainment? Is communication effective regarding specific student needs and is this monitored?
- Consideration of how liaison, increased communication and relationships with external partners and agencies, has supported and enhanced students' access to the curriculum and how this is monitored and improvements targeted.
- Identifying how staff training needs, in order to effectively meet the diverse abilities and disabilities of all students, including prospective students who may require manual handling, signing, personal hygiene support etc., have been identified and supported.
- Identifying student peer support mechanisms and the ways that the academy has ensured students have a voice in decisions that affect them.
- Taking action to ensure that disabled members of the academy community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement.
- Ensuring that action has been undertaken to ensure that parents/carers see themselves as partners in their child's education and are increasingly willing to actively support their child's education.
- Enhancing the positive culture and ethos of the academy by undertaking quality marks or other additional intervention to improve the academy's ability to include those with disabilities.

6. Improving the physical environment of the academy to increase accessibility for disabled students (and other members of our community)

6.1. Governors and Principals (with their senior leadership team) should consider all areas of the physical environment. This may include:

- Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes, lighting, heating etc.
- Changes outside of the building e.g. provision of disabled parking and/or specific provision for pick up/drop off for disabled children.
- Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.
- Increased access to and maintenance of, auxiliary aids, ICT equipment such as computer hardware/software
- Improvement to the acoustic environment that might include installation of sound fields/hearing loop systems.
- Improvements of storage implications for wheelchairs and other mobility devices
- Application and progress on capital funding for major access works. This could cover applications for provision of suitable floor coverings, furniture, and layout of the playgrounds.

7. Improving access to information for disabled students (and other members of our community)

7.1. Governors and Principals (with their senior leadership team) should consider how information can be made available to those with disabilities. This may be achieved by:

- Informing readers that material used by the academy is available in a selection of formats e.g. Braille, Makaton, audio recording and identifying how they can access this provision, if requested
- Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at parents' meetings etc.
- Identifying how they have considered the readability of information including that provided by websites, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.
- Identifying how textbooks and other student information are selected and provided to meet a diversity of student need.
- Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for students/parents who have difficulties in accessing information.

8. Improving access to information for disabled students (and other members of our community)

8.1. Governors and Principals (with their senior leadership team) will be required to comment in their annual report to parents on the accessibility plan and identify any revisions as necessary. This may include:

- Success in meeting identified targets, including student achievement and attainment for those in vulnerable groups.
- Changes in physical accessibility of academy buildings
- Staff, student and parent/carer questionnaires or surveys, including Parent View, which indicates increased confidence in the academy's ability to promote access to educational opportunities for students with disabilities.
- Improved levels of confidence in staff in reducing the obstacles to success for students with additional needs
- Evidence that increased numbers of students with disabilities are actively participating in all areas of the academy.
- Evidence that fewer students are being excluded from academy opportunities as their needs are being more effectively addressed through the application of strategies and procedures.
- 'Student Voice'; student responses; verbally, pictorially and written that indicate that they feel themselves to be included.
- Ofsted inspections identify higher levels of educational inclusion.

The Accessibility Plan for this academy is shown overleaf.

Accessibility Statement with Equality acts audits

Name of academy/college:	Trinity Academy Whitehill
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Priority 1: Increasing the extent to which disabled students can participate in the curriculum

Timescale	Targets	Plan	Aim/Outcome
End of each academic year in preparation for new academic year.	Raised awareness of the curriculum needs of students with disabilities.	SENDCo and/or previous class teacher to liaise with staff of new class to ensure they are aware of children's needs. Liaise with outside agencies to provide advice/training if necessary.	All staff have an overview of the needs of these students. Increased access to the curriculum for these students.
As necessary if children join academy or become ill mid-year. End of academic year in preparation for new academic year for children with ongoing conditions e.g. diabetes,	Train identified personnel to administer medication	Academy to cooperate with parents and carers in the administration of medication to those children whose education would be disrupted if it was not available in the academy. If necessary, liaise with partners in the Health Authority and seek suitable training. Use agreed policies and procedures.	Children in need of medication able to access whole curriculum. Clear agreed procedure for administering medication.
At least yearly i.e. end of academic year in preparation for new academic year	Accommodate toileting and care needs of incontinent students	Arrange for the provision of suitable equipment. Make sure children are aware of e.g. where to access equipment if they have moved to a new part of the academy. Make sure staff are aware of needs of incontinent students. If necessary, consult with Health Authority partners to provide training for staff in toilet training techniques and ways of meeting needs of students who are incontinent.	Sensitive procedures for efficient care of students who are incontinent. Agreed procedures for sensitive toilet training. Access to the whole academy curriculum and increased inclusion.
At least yearly i.e. end of academic year in preparation for new academic year	Classrooms are optimally organised for disabled students.	When organizing classrooms for the forthcoming year ensure the needs of disabled students are considered e.g. adequate space provided for children with physical disabilities to ensure they are able to move around the classroom, hearing and visually impaired children situated in a suitable position in the classroom etc. If necessary, consult with outside agencies for advice regarding adaptations, use of aids etc. are situated in suitable positions within the classroom etc.	Classrooms are optimally organised for disabled students.
Ongoing	Clarification of the support role of academy staff when working	Work with SALT service to give guidance to the academy staff in supporting individual children.	Appropriate support for students with speech

	with students with Speech and Language difficulties		and language difficulties. Open access to the curriculum for these students.
Ongoing	All students have access to a broad and balanced curriculum	<p>All students are encouraged to take part in all areas of the curriculum at a level appropriate to their ability. Lessons address a variety of learning styles and work is differentiated and provided in a form suitable to the child's needs e.g. larger print, use of ICT etc. if necessary.</p> <p>Disabled students who cannot participate in particular activities e.g. in PE are given suitable alternative experiences or are given the opportunity to work in a different year group.</p> <p>Seek advice and liaise with other agencies regarding EHCP students' access to the curriculum.</p> <p>Seek training if necessary, e.g. child with physical disabilities to be provided with training in touch typing.</p>	All students participate in a broad range of curriculum subjects at a level that is suitable for them.
Ongoing	Academy visits are accessible to all students	The needs of disabled students are considered when planning an academy visit and suitable arrangements made e.g. parent to accompany child, amount of walking required reduced for some children.	All children able to participate in academy visits undertaken by their peer group/class.

Priority 2: Improving the physical environment of the academy to enable disabled students to take better advantage of education, benefits, facilities and services provided.

Timescale	Targets	Plan	Aim/Outcome
Annually	To review annually all areas of the academy to ensure there are no physical barriers to access for current and prospective students with disabilities.	Make any necessary low-key adjustments as children with disabilities progress through the academy to maximize physical access, improve acoustics and maximize visual clues e.g. Fit ramps and handrails. Make sure pathways around the academy are safe and well signed.	Access to all areas of the academy for all students. Increased student autonomy.
Ongoing	Academy plans to take into account 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, in order to improve access over successive financial years.	<p>Arrangements for disabled parking</p> <p>Emergency and evacuation systems to inform all students e.g. flashing lights. Use of tactile signs. Signs in Braille.</p> <p>Reception facilities Furniture and equipment selected, adjusted and located appropriately.</p> <p>Accessible Toilets</p> <p>Door handles to be different colors to the doors</p>	

Priority 3: Improving the availability of accessible information to disabled students.

Timescale	Targets	Plan	Aim/Outcome
Ongoing	To provide written materials in alternative forms when required or requested	The academy to ensure that information is presented in a user-friendly way, e.g. use of font style and size, use of support staff to assist with reading, use of ICT.	Delivery of information to disabled students improved
Long Term	As above	Where necessary liaise with LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in braille for students/parents and carers who may have difficulty with the standard written print.	As above.
Annually	To ensure that student needs are met through 'access arrangements' in planning exams.	Use qualified assessors to test students and provide information on access arrangements they require. Ensure the SENDCo and Exams Officer arrange testing in good time and puts into place any requirements.	Improvements in student outcomes. Meeting exam board requirements.

Appendix: Guidelines for Attention Tools

- **Attention tools are an aid to learning, not a toy or a distraction.** They are provided to support a pupil's ability to focus, regulate and engage with learning where this has been identified as an appropriate strategy.
- **Attention tools used in school are provided by the school.** Pupils should not bring their own attention tools or sensory items from home. This is consistent with the school's general expectations regarding personal items being brought into school.
- **Attention tools are provided by the SENCO in consultation with the class teacher.** An attention tool may be provided where it is considered that it may support a pupil to maintain attention and access their learning more effectively.
- **Where an attention tool is provided, the pupil will be explicitly taught how and when it should be used.** The SENCO or a designated member of staff will explain the expectations and agreed rules for using the tool.
- **A short trial period may be used to establish whether an attention tool is beneficial.** This is to establish whether providing an object to manipulate supports the pupil's concentration and engagement. Where the trial is successful and the pupil is able to follow the agreed expectations, an appropriate attention tool may then be provided by the school.
- **Attention tools should be used quietly and unobtrusively.** They should support the pupil's attention without distracting the pupil, other pupils or the teacher from learning. Where appropriate, the tool should be used discreetly, for example under the table or within the pupil's hand.