



Accessibility Policy (including Accessibility Audit/Plan)

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Introduction

Veritas Multi Academy Trust strives to ensure that the culture and ethos of the schools within the Trust are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity. The Trust commits to providing a rich, stimulating and engaging learning environment, where learning is irresistible for all; thus enabling all pupils to make good progress and attainment. Our Accessibility Policy is unpinned by the Trust's core value of inclusion.

No child or adult will be adversely impacted because of their disability.

The definition of disability is:

"A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities." Equality Act 2010

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on a person's everyday life.

We recognise:

- our duty under the Disability Discrimination Act ('95) as amended by the SENDA (2001)
"from September 2002, it will be unlawful for schools and admission authorities to discriminate against disabled pupils in their admissions and exclusions, education and associated services"
- Schools and Academies must:
 - not treat disabled pupils less favourably; and
 - take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty)
- that the Multi Academy Trust Board have the duty to publish Accessibility Strategies and Plans

Scope and Intention of the Policy

Our Accessibility Policy sets our commitment to the physical environment for the purpose of ensuring that pupils with disabilities are able to access education and are included in learning.

Our Accessibility Policy sets out our commitment to the physical environment for the purpose of ensuring all the Trust's employees with disabilities are able to access their work environment.

This will include

- Completion of an Accessibility Plan for each of our schools (See Appendix 1)
- Targeted Condition Improvement Fund applications to address key areas of priority

Our policies, including Recruitment, People Development and Staff Absence policies make explicit our commitment to accessibility.

All curriculum and teaching and learning policies and our Special Education Needs Policies include our commitment to accessibility and inclusion for our pupils with disabilities. The SEND Policy makes explicit our Trust's commitment to inclusion and the actions taken to ensure that our pupils with disabilities are able to access learning.

This will include:

- having high expectations of all pupils
- by reviewing curriculum provision through an Equality, Diversity and Inclusion lens
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities
- raising awareness of disability amongst school staff (teaching and nonteaching) through a programme of training
- by providing written information for pupils with disabilities in a form which is user friendly.
- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- by examining our library and reading books to ensure that there are examples of positive images of people who have a disability.

This policy relates specifically to the accessibility of our physical premises.

Related policies

Equality for disabled pupils is included as an explicit aim in all of the school's policies and is supported by the school's own or trust policies including:

- Teaching and Learning Policy
- Equal Opportunities Policy
- Behaviour for Learning Policy
- Admissions Criteria
- Anti-Bullying Policy
- School Improvement Plan
- School Asset Management Plan

- Policy for school trips and excursions
- SEN policy
- Health and Safety Policy (Including Risk Assessments)
- Suspensions and Exclusion Policy

Actions to ensure equality for pupils with disabilities

1. We shall undertake a disability audit.
2. As a result of the audit, we shall:
 - write an action plan
 - make the policy and targets known to all teaching and staff, pupils and parents
 - monitor the success of the plan
 - the Plan will be reviewed annually by the Board of Trustees or delegated to the Local Academy Committee
3. The Board of Trustees will report on how targets have been met in their monitoring and review procedures (and what impact they have had on the achievements of pupils with disabilities).
4. The Board of Trustees will monitor and further develop good practice through consultation with key partners.

Monitoring

Veritas Multi Academy Trust recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged. How will the Accessibility Plans be monitored?

We will monitor:

- Admissions
- Attainment
- Attendance
- Exclusions
- SEN Register
- Setting/groups
- Effects of the Literacy & Numeracy Strategies
- Extra-curricular activities
- Homework
- Selection & recruitment of staff
- Local Academy Committee representation
- Parents attending consultation meetings
- Parents' involvement in the life of the school (representation on PTA, attendance at parents' evenings, in the classroom, school productions, sports day, fetes etc)

Appendix 1

The Accessibility Audit and resultant plan will be presented in the following format:



Accessibility Audit /Plan 2024

Key:

Priority	Cost
High P1	Up to £1000 – C1
Med P2	£1001 - £7999 – C2
Low P3	Over £8000 – C3

Name Primary School – Improving the Physical access

Context:						
Target	Strategy	Outcome	Priority	Cost	Who is Responsible?	Timescale
Comment:						