

## The Three Rivers Learning Trust Accessibility Plan 2019-2022

From 1 October 2010, the Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation”.

Our Accessibility plan seeks to address the statutory requirements of the Equality Act 2010 and to further the aims of the school’s mission statement;

*Our purpose is to show each individual that they matter and will be valued for their contribution to the world in which they live. We provide learning and enriching experiences to inspire, motivate, stretch and meet the needs of all learners.*

This plan sets out the proposals of the Board of Directors to increase access to education for disabled pupils in three areas:

- To increase the extent to which disabled pupils can participate in the curriculum;
- To improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- To improve the availability of accessible information to disabled pupils.

### Duties and definitions

The Equality Act’s fundamental definition of a disabled person is someone who has ‘a physical or mental impairment which has a substantial and long-term negative effect on his or her ability to carry out normal day-to-day activities.’

1. Disability discrimination duties state that it is unlawful for schools to discriminate against disabled pupils. We would discriminate if we treated a disabled pupil or prospective pupil less favorably than another for a reason related to their disability and without justification, or if we failed, without justification, to take reasonable steps to avoid placing disabled pupils at a substantial disadvantage. This duty is often known as the ‘reasonable adjustments’ duty.

2. Planning duties require Local Authorities and schools to develop accessibility strategies and plans to improve access to school education for disabled pupils. The strategies and plans we adopt will show how, over time, access to local schools will be increased by increasing access to

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the curriculum for disabled pupils, making improvements to the physical environment of the school to increase access to education and associated services and making written information accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled.

3. Special Educational Needs duties. The definition of SEN includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally. The SEN duties provide support for children identified as having SEN.

#### Making reasonable adjustments for disabled pupils

Reasonable adjustments meet statutory requirements when they:

- act to prevent disabled pupils being placed at a substantial disadvantage
- are aimed at all disabled pupils
- are anticipatory
- enable pupils to participate in education and associated services

When deciding if a reasonable adjustment is necessary to avoid placing disabled pupils at a substantial disadvantage, we will consider the potential impact on disabled pupils in terms of:

- time and effort
- inconvenience
- indignity or discomfort
- loss of opportunity
- diminished progress

We will also consider the impact on the majority of the children and reasonable adjustments will not be to the detriment of this majority.

**Increasing the extent to which disabled pupils can participate in the school curriculum (including extra curricular activities)**

Target	Action	Success Criteria	Timescale	Monitoring	Review
Develop the use of ICT to support all pupils' needs	Ensure ICT equipment, hardware and software are fit for purpose of supporting all pupils' needs.	All pupils can access curriculum using appropriate ICT	Complete, ongoing	ICT / SBM to report to SLT / Directors	Summer 2022
Establish resources, expertise and a range of support networks for staff	Audit SEN information and resources in school and LA. Training of staff	Staff informed of available support. Staff confidence in providing appropriate support to disabled pupils	Complete, ongoing	SLT / Directors  SENDCOs to monitor delivery	Summer 2022
Ensure equal access to educational visits	Review Educational Visits policy and Equalities policy	Educational visits inclusive in policy and practice	Complete, ongoing	SLT / Directors	Summer 2022
Short term planning to reflect inclusion	Directed time given to teaching staff (PPA) to review and develop planning process	All planning includes opportunities for all pupils to take part and achieve	Complete, ongoing	SLT / Directors / Subject leaders	Summer 2022
Make provision for pupils during assessments and exams	Pupils are tested to ascertain need as appropriate	All pupils have access to assessments and exams	Ongoing	SENDCOs	Summer 2022
Ensure awareness of disabled pupils'	Awareness by SBM to potential issues	If needed, tours for parents or children	Ongoing	SENDCOs / SBM	Summer 2022 via transition process

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needs during transition	with access to school areas in advance of students starting	with mobility problems are arranged. Designated parking spaces available.			
Maintain commitment to a well-trained and qualified Learning Support team	Maintaining budgets and training of specialist staff	Staff have a qualified team to consult and to help to deliver education to disabled pupils	Ongoing	SLT / Directors / SENDCO	Summer 2022 via Appraisal process

**Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

Target	Action	Success Criteria	Timescale	Monitoring	Review
Prioritise and fund works identified in the school accessibility surveys	Include the accessibility surveys and plan as part of the condition survey and planning in Summer 2016	Works are funded and completed over a 5 year period	5 year plan details timeline	Annual review by Business Director to Finance & Facilities Committee	July 2022

**Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled**

Target	Action	Success Criteria	Timescale	Monitoring	Review
Access translation services for specific families as needed	Develop core principles of need, establish process of translation	Principles and procedures clear to all staff and available to parents as needed	As and when required by student intake	SLT / Directors / SENDCOS	Summer 2022 via meetings with Parents

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Access E2L service to support families in need	Work with E2L division at NCC to gain support when needed	Support for pupils in place at an early stage	As and when required	SLT / Directors / SENDCOS	Summer 2022
Review admissions process to ensure carers' access needs are catered for	Include question in confidential pupil data collection sheet about parents' / carers' access needs	Carers' needs established on pupil entry to school	Complete	SLT / Directors / SENDCOS	Summer 2022
School is aware of access needs of disabled children	Create access plans for individual disabled children as part of IEP process when necessary	Pupil needs established before entry to school	Ongoing	SLT / Directors	Summer 2022
All parents and pupils access and contribute to procurement of SEND provision	Review SEND process to ensure all parents and pupils have equal access to process	All parents and pupils able to contribute effectively to SEND process	Ongoing	SENDCOS	At Annual Review Meetings
Provide resources in an easy to read format or larger print	If required, resources are available in large format	If required, pupils with reading difficulties can access different types of material	Ongoing	SENDCOS / Librarians / Sensory Support Services	As required
Ensure information in lessons can be read on the board and teacher's voice can be heard	Ensure light and sound is optimised by having blinds and curtains operational in all classrooms; carpet in classrooms;	All pupils can see and hear lessons	Complete	Subject leaders / teaching staff / SENDCOs/SBM	Summer 2022

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	AV equipment maintained				
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