

Every Child Matters Academy Trust

Accessibility Plan

The term Trust applies to the Trust and its academies

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Trusts: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability 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 carry out normal day to day activities."

Key Objective

To reduce and eliminate barriers to access to the curriculum and to enable full participation in the Trust's community for pupils, prospective pupils and adult users with any disability.

Principles

Compliance with the DDA is consistent with the Trust's Equality and Diversity policy, and the operation of the Trust's SEN and Inclusion policy. The Trust recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils/parents/carers less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).

The Trust recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The Trust provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

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Activity

The Trust has identified the following points for action as part of its Improvement Plan, in order to achieve the key objective

a) Delivery of the curriculum

Trust staff receive training in making the curriculum accessible to all pupils, and are aware of its importance.

The Trust will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The Trust will take account of the needs of pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements e.g. improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

The Trust ensures its buildings are in line with the regulations of the DDA. As a Trust we will ensure that any new recommendations, legislative requirements will be implemented.

c) Provision of information in other formats

The Trust is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

The plan is also available by e-mail, or in an enlarged print version, on request to the Trust.

Approved by the Board of Trustees on _____

Chair of Trustees _____ CEO _____