ACCESSIBILITY POLICY

DOCUMENT INFORMATION – FRONT SHEET

Please note - this policy cannot be changed and will be published on the Trust website with a link published on the School Website. Physically printed copies of this policy may be out of date. For the most up to date policy please go to the Trust website here

POLICY DETAILS

POLICY OWNER/AUTHOR	NEW POLICY	CURRENT POLICY - REDRAFT/AMENDMENTS	
TRUST OPERATIONS MANAGER	NO	YES	*If Yes please provide brief details of changes below in the version history section and highlight changes in yellow.*

VERSION HISTORY

VERSION NO & DATE	ACCESSIBILITY POLICY 2025				
VERSION DETAIL & CHANGES	UPDATED POLICY INCORPORATING RECOMMENDED CONTENT REFORMATTING OF CONTENT				
PREVIOUS REVIEW DATE	FEBRUARY2024	NEXT REVIEW	MARCH 2027	REVIEW CYCLE	2 YEAR

APPROVAL INFORMATION

DATE APPROVED/REVIEWED	31 March 2025	APPROVED BY	Trust Board
UNION CONSULTATION REQUIRED	No	IF YES, PLEASE STATE DATE OF CONSULTATION	

Accessibility Plan and Policy

1. PURPOSE & STATEMENT

LiFE MAT is committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim as far as possible an reasonable to remove those barriers which make it hard for a person who has difficulties or additional needs to access our schools and information.

All pupils should be able to take part in day-to-day life at the school and benefit from the learning experiences we provide.

Overall, the Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as their peers covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist pupils in accessing the curriculum.

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

We acknowledge that it is necessary to maintain a high level of awareness of issues related to accessibility and to provide appropriate training for staff and governors in the matter of disability discrimination.

This Accessibility Plan and policy should be read in conjunction with the following policies, strategies and documents:

- Curriculum

- Teaching and Learning

- Equal Opportunities

- Health and Safety Policy

- Special Educational Needs Policy

- Staff and Professional Development Policy

- Behaviour Management Policy

- Emergency Evacuation Procedures

- School Improvement Plan

- School Prospectus

- Complaints procedure

2. **LEGISLATION**

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The accessibility regulations came into force for public sector bodies on 23 September 2018. They state that websites or mobile applications are required to be more accessible by making them 'perceivable, operable, understandable and robust'.

The full name of the accessibility regulations is the Public Sector Bodies (Websites and Mobile Applications) (No. 2) Accessibility Regulations 2018.

The accessibility regulations build on existing obligations to people who have a disability under the Equality Act 2010 (or the Disability Discrimination Act 1995 in Northern Ireland). The Web Content Accessibility Guidelines (known as WCAG) are an internationally recognised set of recommendations for improving web accessibility. The current version is 2.2 (December 2024).

3. Action Plan

Improving Physical Access

Target	Action	Outcome	Timescale	Success criteria
No student is excluded from physically accessing any part of the premises	Conduct an Annual Audit of each school premises taking into account the specific needs of any student either current or prospective. This audit should be carried by a qualified assessor and a physically disabled person. The environment is adapted to the needs of pupils, as required and where reasonably possible. This includes: Ramps; Elevators ; Corridor width; Disabled parking bays; Disabled toilets and changing facilities; Library shelves at wheelchair - accessible height; accessible meeting rooms	All classrooms and learning environments are accessible by all students. All regularly used outside facilities are accessible by all students.	Ongoing	All Students and staff are able to physically access all facilities on the school premises.

Improving Curriculum Access

Target	Action	Outcome	Timescale	Success criteria
Increase access to the curriculum for pupils with a disability	Ensure that teaching and learning meets the needs of all learners through effective differentiation.	All teachers are able to fully meet students' needs with regard to accessing the curriculum	Ongoing	Lesson observation evidence indicates the needs of all learners are being met.

	Quality First Teaching in all planning. A personalised approach to teaching individuals in the Classroom. Ongoing staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties, including training in the use of specialised equipment. Purchase of / adaptations made to resources to increase student participation, including ICT resources. Ensure that all student activities, where possible, are accessible to all students			Evaluation by stakeholders is positive. Students feel supported
To continue to monitor the progress and achievement of disabled students, challenging where necessary	Data Analysis at each tracking point identifying remedial or supportive actions where required to ensure equitable outcomes.	Disabled students making good or better progress.	Ongoing	Lesson observation evidence indicates the needs of all students are being met. Data Analysis shows progress for SEND students in line with expectations and targets
To continue to be vigilant, monitor and challenge all hate incidents towards disabled people and	Provide training and awareness raising sessions for all staff and students which utilises bespoke	Low numbers of incidents recorded.	Ongoing	Established and embedded Disability Equity Group and associated strategy for the MAT.

promote positivity towards disability continually raising awareness of disability issues.	training sessions, existing training days, assemblies and staff meetings. Monitor and analyse bullying logs and identify issues to be addressed. Establish a Disability Equity Group to implement a strategic approach to education and awareness training.	A culture of awareness and positivity across the MAT in relation to disabilities. Full implementation of a robust Accessibility Policy reviewed every 2 years.		Low number of disability related incidents recorded Recurrent schedule of training for staff and students at each school.
All out of school activities are planned to ensure the participation of SEND pupils	All out-of- school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	All students have the option to partake in all planned out of school activities and are encouraged to be involved. Ensure that no student is disadvantaged when out of school activities are planned and undertaken.	Ongoing	Uptake of students with SEND is continually analysed and improvements in engagement with out-of-school activities consistently seen.

Improving the delivery of information

Target	Action	Outcome	Timescale	Success criteria
To ensure the continual improve of the delivery of information to pupils with a disability	Maximisation of different communication methods across the Trust to ensure all information is accessible. Consideration of appropriate methods of communicating new	All resources, teaching materials and school information is accessible to every student.	Ongoing	

	information to include (but not limited to) ● Large print resources ● Pictorial / symbolic representations ● Use of interpreter facilities where required ● Text updates			
Ensure all Policies consider the disability issues and the implications of the 2010 Public Sector Equality Act	All Trust and School policies to be written and published in line with 2010 Public Sector Equality Act and other relevant guidance on accessibility good practice	All policies reviewed and amended in line with 2010 Public Sector Equality Act and relevant guidance on accessibility.	Ongoing	Annual audit of policies published to ensure compliance and accessibility
Make available Trust and School information and brochures, school newsletters and other information for parents in alternative formats, as and if required with consideration to be made for wider stakeholder group needs	Review all current Trust and School publications and promote the availability in different formats for those that require it. All information published digitally and all websites must comply with Public Sector Bodies Accessibility Regulations and WCAG 2.2	Delivery of school information to parents and the local community improved allowing for better accessibility and engagement.	Ongoing	Positive feedback from parents with disabilities / additional needs through feedback forms or verbal feedback. Surveys of parents to include questions related to accessibility
Make sure disabled parents or parents with additional	Utilise disabled parking spaces for	To ensure that disabled parents are not	Ongoing	Positive feedback from parents with disabilities /

needs have every opportunity to be involved	disabled/designated people to drop off and collect children Arrange interpreters to communicate with deaf parents Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to identifying the access requirements of disabled parents such as accessible meeting rooms with toilet facilities within close proximity.	discriminated against and are encouraged to take interest and be involved in their child's education. Regular attendance at school events by parents with disabilities		additional needs through feedback forms or verbal feedback. Surveys of parents to include questions related to accessibility