

Trinity Academy Sowerby Bridge

Accessibility Policy and Plan



Status – Statutory

Rationale: Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual students, or groups of students, staff and visitors. This means that equality of opportunity must be a reality for all our students, and this of course includes students with disabilities;

Accessibility Plan [2016-2019]

This Accessibility Policy and Plan have been drawn up in consultation with the management and staff of the Academy and covers the period from June 2016 to June 2019. The plan will be kept under review during this period and will be revised as necessary.

This Accessibility Plan was last reviewed in June 2016.

We are committed to providing an environment which values and includes all students, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The plan and other relevant policies can be made available in large print or other accessible format, if required.

- We will ensure that students with disabilities (SEND) have the same opportunities as non-disabled students to benefit from the education our school provides.
- We will not treat a student with a disability less favourably than others because of the nature of his or her disability.
- We will make all reasonable adjustments to ensure that a student or member of staff or visitor with disabilities is not placed at a disadvantage.
- We will do our best to anticipate the needs of a student or staff member with disabilities before he or she joins the school.
- We will improve the accessibility of written information to disabled students, staff and visitors for whom English is a second language and their parents and carers.

Definitions of SEND

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.’

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.
(SEND code of Practice 2014)

Welcoming and preparing for disabled pupils

TASB is committed to providing reasonable adjustments. In order to meet the needs of disabled students, we will ask all applicants at admission to the Academy to disclose whether they have a disability or other condition of which the school should be aware.

The Academy will be sensitive to any issues of confidentiality.

1. We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their physical, sensory, social, spiritual, emotional or cultural needs. This is in line with the Equality Act 2010. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Trinity Academy Sowerby Bridge continues to monitor, develop, evaluate and reflect upon the accessibility of provision for all students, staff and visitors to the school.

We plan, over time, to continue to increase the accessibility of provision for all pupils, staff and visitors to the Academy in the following areas:

- Continue to improve and develop access to the **physical environment** of the school, adding specialist facilities as necessary.
- Continue to improve and develop access to the **curriculum** for students with a disability, expanding the curriculum as necessary to ensure that students with a disability are as equally, prepared for life as are able-bodied students This 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 particular students in accessing the curriculum.
- Provide **written information** that is accessible to students, parents and carers and those for whom English is a second language.
- Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.
- The Academy seeks to comply with the 2010 Discrimination and Disability Act. This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 July 2014 and has been written in the spirit of current reform and with reference to the following guidance and documents:
 - Equality Act 2010: advice for schools DfE February 2013
 - Curriculum Policy
 - SEND Policy
 - SEND School Information Report Regulations (2014)
 - Medical Needs Policy and Statutory Guidance on Supporting pupils at school with medical conditions April 2014
 - Educational Visits Policy
 - Equality and Cohesion Policy
 - Equal Opportunities Policy
 - Behaviour Management Policy

Culture and Consistency = Excellence

The plan will be monitored through Trinity Academy Sowerby Bridge and Principal of the school. There will be a full review of the plan by June 2019 when a new Plan will be produced to cover the next three years.

3. Information about our Accessibility Plan will be made available to parents and linked to the SEN School Information Report.
4. The Academy will work in partnership with Calderdale in developing, seeking advice and implementing this plan.
5. The Plan will be monitored by Ofsted as part of their inspection cycle.

This Policy/Plan will be available on the Academy website and hard copies produced on request at the school office.

Date adopted by Governing Body / IEB	June 2016
Date for full implementation	June 2016
Date for review	June 2019
Policy owner	Acting Principal