

## **Liberty Academy Trust**

### **Accessibility in Schools Policy**

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<b>Written By</b>	Executive Team
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## 1. Introduction

- 1.1. Schools have a duty to plan increased accessibility to the curriculum, the physical environment of the school and improve the delivery of written information to disabled pupil/students. This policy outlines Liberty Academy Trust schools' approach to this duty.
- 1.2. Improving access to education and educational achievement by disabled pupil/students is essential to ensuring equality of opportunity, and full participation in society. This needs to be in a planned and strategic way.
- 1.3. All autistic pupils are recognised as having a disability under the Equality Act 2010, which ensures their right to reasonable adjustments and inclusive education.. The Equality Act 2010 emphasises the requirements for all schools to promote accessibility for those pupil/students with physical and sensory disabilities. Liberty Academy Trust accepts and endorses these intentions and therefore for the purpose of this policy document pupil/students with a disability will mean those who have physical and/or sensory impairments in addition to their core autistic disorder.
- 1.4. The SPELL Framework emphasises structure, positive approaches, empathy, low arousal and links for understanding and responding to the needs of people with an autistic spectrum disorder. Using SPELL small alterations to the physical environment and teaching approaches can vastly increase the capacity and accessibility for children with autism or related disorders to learn more effectively.
- 1.5. For autistic pupils seemingly, incidental environmental factors will greatly increase stress levels, potentially leading to challenging behaviour and reducing their opportunity for learning. Consequently, buildings will be audited in line with SPELL to ensure acoustics, lighting, smells, signage and classroom organisation are calm and ordered in such a way to reduce anxiety and aid concentration.
- 1.6. In accessing the curriculum, autistic pupils including those with additional sensory and/or physical disabilities will have full access to all areas, provided at a suitable level and differentiated according to need. All staff will be trained in autism.
- 1.7. All schools must maintain and annually review a three-year accessibility plan, integrated into the School Improvement Plan, and aligned with the Trust-wide strategic priorities. These plans focus on:
  - increasing the extent to which disabled pupils can participate in the school curriculum;
  - improving the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services and;
  - improving the delivery to disabled pupils of written information which is provided to pupils who are not disabled.

## 2. Operational delivery (Accessibility in Schools – Procedure)

- 2.1. Accessibility plans are reviewed regularly. Each school must have a locally produced accessibility plan that at least meets the requirements of Part 3 of Schedule 10 of the Equality Act 2010.
- 2.2. Plans will assess current accessibility to the school and curriculum, and identify barriers to access or inclusion. A review of access should cover the physical environment, the provision of auxiliary aids and services, teaching and learning practices, the curriculum, staff training, the culture and ethos of the school and the provision of written information. Data on current and likely pupil/student population will also be considered.
- 2.3. Measures to eliminate barriers will be written into the plan and include staff training, teaching and learning practices, refurbishment and maintenance, minor and major capital expenditure. These will be prioritised into short, medium and long-term aims with clear implementation arrangements and time frameworks.
- 2.4. All new school buildings will comply with the Building Regulations and the Education (School Premises) Regulations 1999 and part five of The Education (Independent School Standards) (England) Regulations 2014.
- 2.5. Plans will be developed through:
- Access audit and review of current activities
  - Identifying and devising actions
  - Setting of goals and targets which are measurable
  - Co-production with disabled pupils and their families will be prioritised to ensure lived experience informs planning and implementation
  - Publication of the plan
  - Implementation and allocation of adequate resources
  - Evaluation.
- 2.6. Accessibility should be considered in the purchasing of all resources. For example, the installation of bar taps in science, food and art rooms, and low pile high density carpet to assist wheelchair users.
- 2.7. Plans will include three areas:
- Increasing the extent to which pupils can participate in the school curriculum**
- This should not only cover teaching and learning but the wider curriculum such as participation in after school clubs, leisure, sporting and cultural activities or school visits.
  - Schools will use a variety of approaches when planning and delivering the curriculum to draw upon the different strengths and aptitudes of pupils. This might include using flexible grouping arrangements where pupils with disabilities can work with their peers, and encouraging peer support.
  - Access should be considered at a 'whole school' level.

## **Improving the physical environment of the schools**

- This will include steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, signs, interior surfaces, floor coverings, room décor and furniture. Improvements to physical access may include – ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, well designed room acoustics and way-finding systems.
- Physical aids to access education might include ICT equipment, enlarged computer screens and keyboards, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils. These lists are not exhaustive.

## **Improving the delivery of information**

- Information should take into account pupils' disabilities, pupils' and parents' and carers' preferred formats and be made available within a reasonable time frame. Examples include handouts, timetables and information about school events.
- Digital platforms and resources will meet accessibility standards (e.g., WCAG 2.1) to ensure equitable access to online learning and communication

## **3. Roles and responsibilities**

- 3.1. The Principal, along with all staff are responsible for the implementation of this policy.
- 3.2. The Principal in consultation with staff, pupils, students, parents and carers and any other relevant party will review and revise the Accessibility plan.

## **4. Evaluation of policy**

- 4.1. This policy will be reviewed every 3 years with regard to its effectiveness and to ensure it takes account of current legislation.