



# Accessibility Policy

Star Academy Sandyford

Policy developed by Academy Transformation Trust on	Aug 2014
Policy adopted by Local Governing Body on	September 2015
<ul style="list-style-type: none"> <li>• SEND Policy</li> <li>• Equalities Policy</li> <li>• Equal Opportunities Policy (Staff)</li> <li>• Anti-Bully Policy</li> <li>• Dignity at Work (Harassment and Bullying) Policy</li> </ul>	School policy file

**REVIEW DATE:** Aug 2017

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## 1 Introduction

- 1.1 Academy Transformation Trust are committed to providing an environment that enables full access and participation in the academy community for all pupils, parents/carers, staff and visitors with a disability, regardless of their physical, sensory, social, spiritual, emotional and cultural needs. We have high expectations of all our pupils and staff.
- 1.2 We are committed to taking positive action in light of the Equality Act 2010 with regard to disability. We are a very inclusive academy and are eager to promote a culture of support and awareness within the academy.
- 1.3 This policy should be read in conjunction with the following policies:
  - Equalities Policy
  - Equal Opportunities Policy (Staff)
  - Anti-Bullying Policy
  - Dignity at Work (Harassment and Bullying) Policy.
- 1.4 The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term effect on that person's ability to carry out normal day to day activities'. Some specific medical conditions are also considered as disabilities.
- 1.5 The offer for pupils with disability is included in the SEND Policy.

## 2 Our Commitment

- 2.1 We will continue to make reasonable adjustments to avoid disabled people being placed at a disadvantage.
- 2.2 We recognise the need to make changes to our practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what we offer to the same extent as a person without a disability.
- 2.3 We recognise that taking steps to meet the needs of a disabled person may require them to be treated more favourably in order to ensure that they are able to access what we offer to the same extent as a person without a disability.
- 2.4 We do not discriminate against a disabled pupil, with regard to admissions, simply because that pupil is disabled and this is reflected in our Admissions Policy.
- 2.5 We will provide auxiliary aids or services for a disabled pupil, when it is reasonable to do so, to ensure that the pupil is not at a disadvantage in comparison to a non-disabled pupil.

### **3 Our Accessibility Plan**

- 3.1 Each academy has its own Accessibility Plan. It is the responsibility of the SENCO or their Line Manager to keep the accessibility plan up to date and to consult with pupils, parents/carers, staff and other stakeholders.
- 3.2 Our accessibility plans aim to:
- increase the extent to which disabled pupils can participate in the curriculum
  - improve the physical environment of the academy, enabling disabled pupils, parents/carers, staff or visitors to the academy to take better advantage of the facilities and services provided
  - improve the availability of accessible information to disabled pupils, parents/carers, staff and visitors to the academy.

### **4 Measuring the Impact of the Policy**

- 4.1 The SEN Link Governor will review the Accessibility Plan annually and impact will be assessed through the SEN data presented to Governors on a half termly basis.
- 4.2 The accessibility policy and all other relevant policies will be evaluated and monitored for their equality impact on pupils, staff, parents/carers and visitors. The main findings from equality impact assessments will be presented to the Local Governing Body.