



# Accessibility Policy

## September 2020

Office use

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<b>Associated documents:</b>			
<ul style="list-style-type: none"> <li>SEND Policy</li> </ul>			
<b>Links to:</b>			
<ul style="list-style-type: none"> <li>Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015). <a href="http://www.gov.uk/government/publications/send-code-of-practice-0-to-25">www.gov.uk/government/publications/send-code-of-practice-0-to-25</a></li> <li>The Equality Act 2010 <a href="http://www.gov.uk/guidance/equality-act-2010-guidance">www.gov.uk/guidance/equality-act-2010-guidance</a></li> <li>SEND Local Offer <a href="http://www.nottinghamshire.SENDlocaloffer.org.uk">www.nottinghamshire.SENDlocaloffer.org.uk</a></li> </ul>			

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## **1 Executive summary**

Committed to:

Increasing the extent to which disabled students can participate in the curriculum of the academy.

Improving the physical environment of each academy to increase the extent to which disabled students and their parents/carers can take advantage of education and associated services.

Improve the delivery to disabled students and their parents/carers of written information through assistive technology and other means to ensure they receive written information within a reasonable time and in formats that make communication possible.

## **2 Introduction**

2.1 NCEA is committed to providing premises which are suitable and sufficient for all educational purposes and which provide access to a broad and balanced curriculum for students and young people, irrespective of special need or disability.

2.2 The Accessibility policy in each academy considers provision for disabled students as stated in the Equality Act (2010) and the Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015). It operates alongside the SEND policy, is consistent with it in terms of principles and approaches to resourcing.

2.3 The Accessibility policy must include:

- a) Increasing the extent to which disabled students can participate in the academy curriculum;
- b) Improving the physical environment of academies to increase the extent to which disabled students can take advantage of education and associated services; and
- c) Improving the delivery to disabled students of written information that is provided to students who are not disabled. This should be done within a reasonable period of time and in formats which take account of views expressed by the students or parents about their preferred means of communication.

### 3 Definitions

The Equality Act 2010 states:

3.2 A **'disabled student'** is defined as someone who 'has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day to day activities'.

3.3 **Discrimination:** A responsible body discriminates against a disabled person if:

- a) For reasons that relate to their disability, it treats them less favourably than it treats or would treat others to whom that reason does not or would not apply.
- b) It cannot show that the treatment in question is justified.

3.4 **Reasonable steps:** The duty to take reasonable steps (to ensure that there is no discrimination intended as an 'anticipatory' duty and does not simply apply once an individual student presents him or herself).

### 4 Scope and purpose

4.1 All disabled children should have access to education. Wherever practicable, NCEA will:

- a) Advise on the statutory responsibilities of education bodies in the preparation of accessibility strategies and accessibility plans
- b) Increase the extent to which disabled students can participate in the academy curriculum
- c) Promote improvements in the delivery to disabled students of written information that is provided to students who are not disabled
- d) Encourage improvement in the physical environment of academies to increase the extent to which disabled students can take advantage of education and associated services.

4.2 NCEA recognises that many of its students, visitors and staff, whether disabled or otherwise, have individual needs when using the academy and its facilities. However, we also recognise that for some students, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of the on-going commitment to the delivery of an inclusive educational service, we will endeavour to ensure that disabled students receive the same standards of education as non-disabled students.

4.3 In the light of this, NCEA will:

- a) Inform all staff that our policy for the provision of educational services ensures the inclusion of disabled students. Such communications will address the legal obligation of staff, and the respective academy.
- b) Provide appropriate disability awareness training for staff, which will explain the respective academy policy towards disabled students and the effective implementation and monitoring of it.
- c) Address acts of disability discrimination via existing conduct codes, where appropriate.
- d) Encourage suppliers and contractors, to adopt similar policies towards disabled students, i.e. use of reasonable adjustment for individuals.

4.4 In order to ensure that the educational services it provides effectively meet the needs of disabled students NCEA will:

- a) Consult with disabled students, parents, staff and disability organisations.
- b) Plan to make access improvements to enable disabled people to use its services. Furthermore, the academy will effectively communicate its availability to both students and staff.
- c) Regularly review whether its education (and other) services are both accessible and effective and take appropriate action.
- d) Monitor the implementation and effectiveness of this policy on a regular basis.
- e) Operate an accessible complaints procedure whereby disabled people can make improvement suggestions and request assistance.

## **5 Responsibility for implementing the policy**

NCEA has overall responsibility for the effective operation of this policy and for ensuring individual academy compliance with the relevant statutory framework. NCEA has delegated day-to-day responsibility for operating the policy and ensuring its maintenance and review to the Principal.

## **6 Review of this policy**

This policy is reviewed annually, we will monitor the application and outcomes of this policy to ensure it is working effectively.