



Transforming Lives

EDUCATIONAL TRUST

Accessibility Policy

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Authorised By:	TLET Operations Standards Committee	
Author:	M. Barker	
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1 – Scope

- 1.1 This policy applies to all academies across the Transforming Lives Educational Trust (TLET). This policy is aimed to ensure a consistency of approach in line with the Special Educational Needs & Disabilities (SEND) Code of Practice. Every academy in the Trust will create and maintain a site-specific Accessibility Plan to implement the practice and procedures specified within this policy.

2 – Policy Statement

- 2.1 This policy is informed by the [Equality Act 2010](#), specifically the departmental advice for academy leaders, academy staff, Academy Improvement Management (AIM) Board Partners and local authorities issued in May 2014. The Equality Act 2010: 1.5 makes it unlawful for the responsible body of an academy to discriminate against, harass or victimise a pupil or potential pupil:
- in relation to admissions
 - by the way in which it provides education for pupils;
 - by the way in which it provides pupils with access to any benefit or facility of service;
 - by excluding a pupil or subjecting them to any detriment.
- 2.2 This policy details the steps that the Trust and its academies will take in order to comply with the Equality Act 2010 4.29 by:
- increasing the extent to which disabled pupils can participate in the curriculum;
 - improving the physical environment of the academy to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
 - improving the availability of accessible information to disabled pupils.
- 2.3 Every academy within TLET operates under this Accessibility Policy but also maintains its own detailed Accessibility Plan, which can be found on the academy's website.

3 – Principles

- 3.1 TLET has a shared vision and commitment to transform the lives of pupils through learning. Through our core values, we promote high aspirations for all pupils in our community including those with special educational needs or disabilities. We seek to provide inclusive and innovative approaches in our academies to ensure that all pupils become the best they can be, removing barriers to assessment and learning. The Trust recognises its duty under the [Equality Act 2010](#):
- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
 - not to treat disabled pupils less favourably;
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
 - to recognise and value parents' knowledge of their child's disability and its effect on his/her/their ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
 - to provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorsing the key principles of the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum;
 - to publish an Accessibility Plan.
- 3.2 TLET's values underpin all that is done across the Trust and can be found within our provision for pupils with SEND:
- **Tend the Team (loyalty):** we recognise that every pupil is an individual within our Trust community. We know our pupils well and take time to identify their strengths as well as barriers to learning. We work to ensure that the environment in which pupils learn is one that feels safe

and is accessible to pupils with a range of needs. Working in partnership with parents, carers, external health and educational agencies, we provide a joined-up approach to supporting our pupils in academy. The voices of our pupils and their families are vitally important to our work.

- **Reach for Excellence (excellence):** we set aspiring goals for each pupil and ensure they have the provision to extend their potential. We are constantly reviewing our practice to ensure that we are using highly effective evidence-based strategies and interventions to remove barriers to learning and raise attainment.
- **Utilise Innovation (courage):** we are constantly seeking to explore new ways to support our pupils and raise achievement and use our partnerships with specialist education, health and higher education providers to identify, implement and review our provision. We ensure that all adults working in our academies are provided with the knowledge, skills, and support to deliver high quality inclusive teaching through a rigorous professional development programme and specialist support.
- **Seize Success (tenacity):** we support all our pupils to develop the drive, determination and resilience to overcome barriers to learning and to achieve their ambitions through the development of the whole child. We ensure that they have the skills to develop their independence and ensure that we not only provide an accessible curriculum but work with pupils, parents/carers and external professionals to support pupils to develop their independence in accessing the environment. We explore ways to promote essential skills for learning and high levels of engagement in all subjects.
- **Thank as you go (kindness):** all of our pupils are valued within our community and appreciated for the unique contribution they bring to our academies. We promote the value of kindness in our community and work to ensure that all pupils are fully included and valued by all staff and pupils. We work hard to develop supportive relationships in each academy between all our members.

4 – Definition of Terms

- 4.1 **Parent or Carer**, for the purpose of this policy, means the adult who holds parental responsibility or with whom the child normally resides.
- 4.2 **Pupil**, for the purpose of this policy, means a child, student or young person who attends an academy within the Transforming Lives Educational Trust.
- 4.3 **Academy**, for the purpose of this policy, refers to any academy within the Transforming Lives Educational Trust.
- 4.4 **Trust**, for the purpose of this policy, refers to the Transforming Lives Educational Trust, including its academies.

5 – Procedure

5.1 Roles and Responsibilities

- 5.1.1 The Trust's SEND Strategic Advisor, together with the Business Operations and Estates Manager, is responsible for completing Accessibility Audits with each academy, which then feed into the academy's Accessibility Plan.
- 5.1.2 The academy's Special Educational Needs Coordinator (SENCo), in conjunction with Senior Leaders, has the day-to-day responsibility for ensuring that reasonable adjustments are made to enable them to access the curriculum, environment and wider academy activities.

5.2 Education and Related Activities

- 5.2.1 The academy's SENCo, in conjunction with Senior Leaders has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities and ensuring that reasonable adjustments are made to enable them to access the curriculum, and wider academy activities. This may include the deployment of teaching assistants as appropriate to facilitate participation.

- 5.2.2 Staff will be provided with appropriate training to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability to promote understanding. Inclusion will be an integral part of learning walks and staff performance management.
- 5.2.3 The academy will continue to seek and follow the advice of external professionals in understanding the needs of its pupils and staff in ensuring that the environment is accessible and inclusive.
- 5.3 **Physical Environment**
- 5.3.1 The academy will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. This is detailed in each academy's Accessibility Plan.
- 5.4 **Provision of Information**
- 5.4.1 The academy will make itself aware of local services, including those provided through the local authority, for providing information in alternative formats when required or requested.
- 5.4.2 Newsletters to parents are available electronically, using the academy's specific platform in Word format in which the font and size of print can be altered to suit and on the website in PDF format which can be read by text readers.
- 5.4.3 Where possible, all information is available electronically and can be converted to other appropriate formats.

6 – Complaints

- 6.1 TLET strives to care for each individual pupil and provide the best education possible to suit the child's learning needs. Regrettably, there may be times when complaints arise and parents and carers are encouraged to contact the academy quickly if a problem occurs so that a solution can be found. Each academy has its contact details and its individual complaints procedure detailed on their website.

7 – Monitoring

- 7.1 It is the responsibility of the Trust Board, and those to whom it delegates the authority, to ensure that the principles and procedures of this policy are adhered to. The use of this policy will be subject to routine monitoring to ensure its fidelity in practice. The evidence gathered from monitoring shall inform any reviews and future revisions to the policy, which will be carried out at regular intervals and no later than as stated on Page 2 of this policy.

Related Documents

TLET Equality and Diversity Policy
Ashlawn School Accessibility Plan
Houlton School Accessibility Plan
Henry Hinde Infant School Accessibility Plan
Henry Hinde Junior School Accessibility Plan