



# EFAT Accessibility Policy

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# EFAT Accessibility Policy

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## **Aims**

It is a requirement under the Equality Act 2010 for schools to have an accessibility plan. The purpose of this plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

EFAT aims to treat all of its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. Each child who joins our school community will be welcomed and valued regardless of sex, race, belief, physical disability or learning difficulty. This accessibility plan focuses on a diverse range of special educational needs and disabilities associated with students attending, or potentially attending Essa Academy or Essa Primary. Student achievement is celebrated in a student-centred teaching and learning environment and excellent achievement at school enables students to be as independent as possible so that they make the most of opportunities when they leave school.

The purpose of our accessibility policy is to ensure that all students have access to education in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which students with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which students with disabilities can take advantage of education and associated services;
3. Improving information delivery to students with disabilities.

EFAT is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. It supports any available partnerships to develop and implement our accessibility policy.

The Equality Act 2010 brought together and simplified existing equality legislation. The planning duty for local authorities first came into force in September 2002. The Equality Act 2010 introduced a single Public Sector Equality Duty or 'general duty' that applies to public bodies, including maintained schools, academies and Free Schools.

## **Bolton's Strategic Priorities**

The main aims of Bolton's Community Strategy are twofold:

- to increase economic growth
- to narrow gaps in health, achievement and prosperity.

Children and Young People are a key theme in Bolton's Community Strategy 2012-15 and Bolton Children's Trust, a partnership board, oversees the improvement of outcomes for all children and young people. The current priorities for children and young people are:

- Raising attainment.
- Improving children's health.
- Improving outcomes for looked after children.
- Reducing the number of children living in poverty.
- Keeping children safe.

Bolton SEND Steering Group reports to the Children's Trust Board on the implementation of SEND arrangements across the borough and their impact on children and young people with SEND.

Our complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

The governing body also recognises its responsibilities towards employees with disabilities, and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

### **Definition of disability under the Equality Act 2010**

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

### **Accessibility in the Curriculum**

Schools are responsible for providing a broad and balanced curriculum for all students and have a key role in planning to increase access to the curriculum for students with Special Educational Needs and Disabilities (SEND). At both Essa Academy and Essa Primary, the curriculum covers not only teaching and learning but the wider curriculum of the Academy such as participation in after school clubs, leisure, sporting and cultural activities or school visits. The curriculum should provide relevant and challenging learning to all children. It should follow the principles set out in the National Curriculum inclusion statement:

- Setting suitable learning challenges
- Responding to students' needs and overcoming potential barriers for individuals and groups of students.

EFA Trust prides itself on having considered the needs of a range of disabled students and prospective students, but we are unable to anticipate every imaginable disability and need. With this in mind we consider general reasonable adjustments for students that might attend in the future, for example amending resource font sizes for students with a visual impairment.

### **External Resources Available to Schools**

Through a variety of specialist support teams and services, Bolton Local Authority provide advice to schools about, for example, improving the acoustic environment for students with hearing impairment, the reduction of glare and the improvement of signage for students with visual impairment, and reasonable adjustments to the physical environment for students with mobility difficulties.

A team of Physiotherapists are available to advise about an individual student's mobility and physical development. This might include things like co-ordination and ability to sit, stand and walk. They can advise the school on how best to help the child develop physically, to keep the child as mobile as possible and on any appropriate specialist equipment or adaptations to the environment. As an Academy Trust we would then ensure that adequate provision was in place to support the student's needs.

The Occupational Therapy team in Bolton can advise the school about using activity-based therapies to help raise an individual student's self-esteem and to encourage them to be as independent as possible. They will also advise on any appropriate specialist equipment or adaptations to the school environment if required, and can often assist in sourcing and supplying adapted equipment to support learning.

The local authority also manages a variety of capital projects across the borough including the rebuilding, remodelling and refurbishing of primary, secondary and special schools. Additional funding is available to schools for:

- minor adaptations to the physical environment such as ramps for wheelchair users.
- items of specialist equipment such as hoists and changing tables for students with toileting and other personal care needs.

These links can be used in the event of students joining the school who require additional adaptations to the learning environment or school site.

The Equality and Human Rights Commission have produced technical guidance for schools on “Reasonable Adjustments for Disabled Students”

- [http://www.equalityhumanrights.com/sites/default/files/publication\\_pdf/Reasonable%20adjustments%20for%20disabled%20students%20\(1\).pdf](http://www.equalityhumanrights.com/sites/default/files/publication_pdf/Reasonable%20adjustments%20for%20disabled%20students%20(1).pdf)

This document is used to guide our SEND team in making reasonable adjustments to provision in order to support our students.

	<b>Current good practice</b>	<b>Objectives</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Increase access to the curriculum for students with a disability	Curriculum is subject to ongoing review to ensure it meets the needs of all students	Curriculum provision is continually reviewed by SLT and FLS with a focus on intent, implementation and impact	Ensure the effectiveness of the curriculum models. Update the curriculum statement, policies and procedures to ensure curriculum is accessible to all learners	Principal and SENDCo.	On-going, reviewed Annually (Sept).
Improve and maintain access to the physical environment	New building opened in Sept 2010 was specifically designed to meet the needs of all learners	There are currently no access issues on the school site.	Continue to monitor access to ensure that it meets the needs of all visitors, students and staff.	Principal and SENDCo.	On-going, reviewed Annually (Sept).
Improve the delivery of written information to students	Strategies for VI and HI students are provided for class teachers and reviewed with external agencies. Work is adapted to meet the needs of students with VI, HI and S&L conditions.	SENDCo and SEND support team to continue the sharing of strategies associated with all students with communication concerns.	Audit communication strategies for SEND students through the use of Student Support Plans and strategies shared from external agencies.	Principal and SENDCo.	On-going, reviewed Annually (Sept).

## Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### The 'Local Offer'

The SEND reforms require every authority to produce a web based 'Local Offer'. As a school, we also provide our own local offer to support students and parents within the local community. The Local Offer brings together information for children and young people with special educational needs and disabilities and their families.

- Bolton LA Local Offer: <https://www.bolton.gov.uk/special-educational-needs-disabilities/special-educational-needs-%E2%80%93-local-offer>

## Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for students with a disability</p>	<p>EFAT offers a highly differentiated curriculum for all students whilst ensuring that they remain in lessons with their peers and have access to experiences and activities in-line with able-bodied students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p>	<p>Short-term objectives ensure that transition programmes and processes for disabled students ensure that they are fully prepared for the next step in their educational journey.</p>	<p>Develop links to Secondary and local specialist provisions to which we feed into.</p>	<p>SENDCo</p>	<p>On-going</p>	<p>Successful transitions for young persons with SEND.</p> <p>Actively planned differentiation of facilities to support learning during external visits and learning experiences.</p>

<p>Improve and maintain access to the physical environment</p>	<p>Our Academy Trust environment is adapted to the needs of students as required. This includes:</p> <ul style="list-style-type: none"> <li>▪ Ramps</li> <li>▪ Hoists</li> <li>▪ Ground floor classroom provision.</li> <li>▪ Appropriate corridor widths</li> <li>▪ Disabled parking bays</li> <li>▪ Disabled toilets and changing facilities</li> <li>▪ Library shelves at wheelchair-accessible height</li> <li>▪ Ensure flexibility in classroom housing and spacing to accommodate growing needs of young persons with SEND.</li> <li>▪ Fire Alarm Evacuation plan.</li> </ul>	<p>Annually review designated classroom environments, ensuring that they meet the accessibility needs of our SEND learners.</p> <p>Lesson adaptations to accommodate students with physical disabilities are utilised to ensure that the young person can be fully immersed in the same learning experiences as his or her peers, for example, adapted invasion games allow wheelchair users to demonstrate the same skills as their peers.</p> <p>Depending on the impairments of the young person, specific staff training improves access to the curriculum.</p>	<p>Review of housing to accommodate wheelchair use and subsequent access to changing facilities.</p>	<p>SENDCo</p>	<p>Annually</p>	<p>SEND students are able to fully access the school curriculum and extra-curricular opportunities.</p>
<p>Improve the delivery of information to students with a disability</p>	<p>EFAT uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>▪ Internal signage</li> <li>▪ Large print resources</li> <li>▪ Braille</li> <li>▪ Induction loops</li> <li>▪ Pictorial or symbolic representations</li> </ul>	<p>To develop the ease of communication for our SEND learners.</p> <p>Instil a sense of independence for students with a physical disability that allows the young person to produce work that demonstrates their progress over time.</p>	<p>To provide access to laptops to students who will benefit by having increased access to the curriculum To review the range of learning resources that is accessible for students with different disabilities.</p>	<p>SENDCo</p>	<p>On-going, dependent on need.</p>	<p>Improved communication by SEND students.</p> <p>Quantity and quality of written work allows for demonstration of progress in short, medium and long term.</p>

## Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy

The following documents are useful in this process:

- The Equality Act 2010, GOV.UK – DfE , see page 29 (Adobe pdf file)  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)
- Statutory policies for schools, GOV.UK – DfE (Adobe pdf file)  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/284301/statutory\\_schools\\_policies.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf)
- Disability equality, Equality and Human Rights Commission  
<http://www.equalityhumanrights.com/about-us/vision-and-mission/our-business-plan/disability-equality>

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Stairs are kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Site Team	Ongoing
Corridor access	Corridors are wide with parking bays for wheelchairs and standing frames	Ensure student equipment does not block corridor	Principal and SENDCo	Ongoing
Lifts (used in Trust buildings)	Service level agreement in place for maintenance	Review service annually	Site Team	Ongoing
Parking bays	Disabled parking bays marked	None required	Site Team	Ongoing
Entrances	Automatic front doors, enclosed lobby	None required	Principal and SENDCo	Ongoing
Ramps	Ramps at the front and rear of the building.	None required	Principal and SENDCo	Ongoing
Toilets	All hygiene areas have (portable) hoists. Toilets have disabled access and alarms	None required	Site Team	Ongoing
Reception area	Accessible to wheelchair users	None required	Principal and SENDCo	Ongoing
Internal signage	Large signs in place	None required	Principal, SENDCo and Trust design team	Ongoing
Emergency escape routes	Fire evacuation plan in place	None required	Site Team and Principal	Ongoing