



The Circle Trust Document: **Accessibility Policy**

Emmbrook Infant School

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Approver:	Trustees
Owner:	School Improvement
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Changes History:

Version	Date	Amended by:	Substantive changes:	Purpose
1.0	25.2.21	Exec Head	New Document	First release
1.0	18.10.23	Headteacher	Adapted and adopted for Emmbrook Infant School in line with Trust Policy	Compliance
1.1				
1.2				
1.3				

1. Purpose of the Policy

- 1.1. A core value of The Circle Trust is that inclusion is non-negotiable. This involves providing access and opportunities for all without discrimination of any kind.
- 1.2. The Circle Trust's Accessibility Policy 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' 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.
- 1.3. Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:
 - increase the extent to which people with disabilities can participate in the curriculum
 - improve the physical environment of the school to enable people with disabilities to take better advantage of education, benefits, facilities and services provided
 - improve the availability of accessible information to people with disabilities
- 1.4. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010 [here](#), to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

2. The Aims and Objectives of the Accessibility Policy

- 2.1. The Circle Trust had developed this policy to be clear about our strong ambition to treat all people fairly and with respect.
 - 2.1.1. Shows all stakeholders that The Circle Trust is committed to providing access and opportunities for all pupils without discrimination of any kind.

3. The Benefits of an effective Accessibility Policy

- 3.1. An effective Accessibility Policy will add value to The Circle Trust, supporting the Trust's objectives by:
 - 3.1.1. Acting in accordance with our Trust's core value of inclusion
 - 3.1.2. Ensuring compliance with all legislation

3.1.3. Prevent discrimination arising from disability

4. Roles and responsibilities

4.1. The Trustees have a fundamental role to:

4.1.1. Ensure this policy is compliant to legislation

4.1.2. Regularly review this policy to approve changes or improvements

4.2. The Executive Headteacher with the Chief Operations Officer will:

4.2.1. Implement this policy

4.2.2. Provide a mechanism for accessibility issues to be discussed and disseminated to all areas of the Trust

4.2.3. Audit and review local school accessibility arrangements in relation to health and safety to ensure compliance

4.2.4. Report infringement or issue to Trustees

4.3. The Local Advisors have a fundamental role to:

4.3.1. Approve their school's accessibility plan set out in **Appendix A**

4.4. A Headteacher will:

4.4.1. Have primary responsibility for determining, seeking approval and delivering their school's accessibility plan set out in **Appendix A**

5. Accessibility Audit

5.1. Schools should conduct an audit regarding accessibility in order to assess:

5.1.1. The extent to which people with disabilities can participate in the curriculum

5.1.2. Improve the physical environment of the school to enable people with disabilities to take better advantage of education, benefits, facilities and services provided

5.1.3. Improve the availability of accessible information to people with disabilities

5.2. The accessibility audit should include the surveying of key stakeholders including children and young people with disabilities and their parents/carers.

5.3. Once complete the Accessibility Audit should be updated when the school has significantly changed for example when:

5.3.1. A school has altered or added buildings

5.3.2. If there have been changes in the local population

5.3.3. If there has been an increase or decrease in pupil intake

6. Accessibility Plan

6.1. The Accessibility Plan must show:

6.1.1. How the school supports disabled pupils to access and participate in the curriculum

6.1.2. How the school seeks to improve the physical environment to enable disabled pupils to take better advantage of the educational provision, benefits, facilities and services

6.1.3. How all children and young people with disabilities and their parents/carers are made aware of the accessibility plans

6.2. Information about the Accessibility Plan must be published as part of the Special Educational Needs (SEN) annual information report. The SEN annual information report must:

6.2.1. Be published on the school website

6.2.2. Explain the implementation of the policy for children and young people with SEN

6.2.3. Be updated annually

6.2.4. Comply with section 69 of the Children and Families Act 2014, meaning that it must contain:

- SEN information specified in Schedule 1 to the [Special Educational Needs and Disability Regulations 2014](#). (Statutory guidance on this is contained in section 6.79 to 6.82 of the [Special educational needs and disability code of practice: 0 to 25 years](#));
- Arrangements for the admission of disabled pupils
- Steps the school has taken to prevent disabled pupils from being treated less favourably than other pupils
- Facilities the school provides to help disabled pupils to access the school
- Plan prepared under [paragraph 3 of Schedule 10 to the Equality Act 2010](#) (accessibility plan) for:
 - Increasing the extent to which disabled pupils can participate in the school's curriculum

- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

Appendix A Emmbrook Infant School Accessibility Plan

Accessibility Aim	Current Good Practice	Area to Improve	Action to Improve
Do all we can to support disabled pupils to access and participate in the curriculum	<ul style="list-style-type: none"> • Emmbrook Infant School offers a differentiated curriculum which meets the needs of all pupils • Good staff: pupil ratios ensuring no child is left behind • There is high staff expertise and understanding of SEND • Teachers and support staff use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Curriculum is tilted to ensure all pupils access it as fully as possible alongside their peers • Pastoral care is adapted to meet needs for pupils with disability as required • Regular staff training in supporting pupils with SEND 	<ul style="list-style-type: none"> • The curriculum is being reviewed to ensure it meets the needs of all pupils including those with a disability 	<ul style="list-style-type: none"> • Ensure curriculum resources and exemplars include images and celebration of people with disabilities • Ensure the library and class book corners display high quality texts with lead characters who have a disability. • Ensure the effectiveness of the curriculum through subject audits /core subject reviews

<p>Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide</p>	<ul style="list-style-type: none"> • Ramp access into school via playground to all areas of the school • Hall access via playground • All classrooms accessible via external doors • Visible signs at appropriate levels • 1 disabled toilet • Steps covered with yellow edging to support safety for those with visual impairment • Regular site walks completed to ensure appropriate standards are kept • Stair lifts accessible to hall and reception classes • Individual arrangements for deaf parents at site intercom 	<ul style="list-style-type: none"> • Ensure communication to parents contain comment re disability access and contacting school in advance to ensure plans are in place 	<ul style="list-style-type: none"> • Access in and out of the main hall is from an external door, via the playground. To move internally would mean installing a ramp over the stairway in the Year 2 corridor.
<p>Make all disabled pupils aware of our accessibility plans</p>	<p>Emmbrook Infant School uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations (as appropriate) • Signing for our deaf pupils 	<ul style="list-style-type: none"> • Review standard/regular communication so that it is helpful to all 	<ul style="list-style-type: none"> • Audit all standard school event letters to ensure that there is accessibility information and or sign posting