



EQUALITY POLICY (INCLUDING ACCESSIBILITY PLAN)

Committee	Trust Board
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Review Procedures

This Policy will be reviewed regularly and revised as necessary. Any amendments required to be made to the Policy as a result of a review will be presented to the Board of Trustees for acceptance.

Document / revision no.	Date	Status / Amendment	Approved by

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Aims

Inspira Academy Trust is committed to ensuring that all pupils have the right and equality of opportunity to access an outstanding education.

This Accessibility Plan has been drawn up in consultation with the staff and governors of the School and covers the period from January 2023 – August 2025.

This statement sets out the ways in which Inspira Academy Trust provides 'access' to education for pupils with a disability.

We are committed to working towards providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We plan, over time, to increase the accessibility of provision for all students, staff and visitors to the School.

The following areas will form the basis of the Accessibility Plan with relevant actions to:

- Increase access to the curriculum, incorporating after-school and out of school activities and including educational visits;
- Improve access to the physical environment of the School;
- Improve the delivery of written information to students, staff, parents and visitors with disabilities or do not have English as their first language.

At Inspira Academy Trust our school values of respect, fairness, honesty, perseverance and kindness are at the heart of everything we do. We are committed to giving all our children every opportunity to achieve the highest of standards regardless of their varied experiences and needs. We offer a broad and balanced curriculum, and have high expectations of all children. The well-being, achievements and attitudes of all our children matter. This policy is intended to help to ensure that our school ensures that all children have equal access to a high quality of education and all activities and experiences, irrespective of any disability or difficulties with learning that they may have.

Attached is an Action Plan, relating to these three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis.

There will be the need for on-going awareness raising and training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.

This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Health & Safety

- Additional Needs Policy
- Behaviour Policy
- School Prospectus

As curriculum policies are reviewed, a section relating to access will be added where appropriate. The School Prospectus will make reference to this Accessibility Plan.

The Action plan will be monitored through the Monitoring of the Governors.

The plan will be made available online on the school website, and paper copies are available upon request.

Our schools are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The schools supports any available partnerships to develop and implement the plan.

Our school's 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.

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 pupils with disabilities under the Equality Act 2010, 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.

Action Plan

This plan outlines what we believe is current good practice and what the aims of our accessibility plan are in accordance with the Equality Act 2010:

Current Good Practice

Access to the curriculum for pupils with a disability

- Our schools offers a differentiated curriculum for all pupils, according to their level of need.
- We 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.
- Targets are set effectively and are appropriate for pupils with additional needs.
- The curriculum is regularly reviewed to ensure it meets the needs of all pupils.
- Staff training is offered to all staff to build awareness of different needs and disabilities.
- Staff work effectively with outside agencies to ensure that an appropriate level of expertise is accessed to help teachers plan for children with additional needs.
- All staff endeavour to work effectively with parents so that everyone understands the additional needs of pupils.
- Vulnerable learner walks are carried out regularly to ensure that good practice is upheld at all times for children with additional needs.
- The school's anti-bullying policy and overall ethos supports tolerance, respect and kindness for all pupils and shapes the learning environment of the school.
- Early identification of additional needs and support tailored to those needs across the school.
- Attendance for children with additional needs and other vulnerable learners is closely monitored to minimise impact on achievement.
- Curriculum resources include examples of people with disabilities.

Access to the physical environment

- Corridors are of an acceptable width and are mostly free of clutter.
- There are disabled toilets.
- Fully accessible care suite facilities.
- There is a range of access points that are accessible for people with mobility difficulties or those who use a wheelchair.
- There are disabled parking bays in the staff car park.
- The majority of the external doors and fire exits are accessible for wheelchair users.

Delivery of written information to pupils and parents/carers with a disability

- Widget symbols and visual supports used widely across the school. (Communicate in Print software used).
- Large print resources available as needed.

- Alternative coloured papers and overlays provided when required.
- Hearing loop facility obtained from STS when needed.

Delivery of written information to pupils and parents/carers whose first language is not English

- Written information translated to alternative languages on request.

Plan For Improvements

Increasing access for disabled students to the curriculum

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • To continue to close the achievement gaps for vulnerable learners through targeted planning and intervention • To broaden the range of assessment tools to further inform early identification of additional needs and targets set that are effective and appropriate to all pupils. • Classrooms are organised to promote the participation and independence of all pupils. Availability of physical resources to support learning - writing slopes, IT resources, coloured filters. • Staff training to ensure all teaching staff 	<ul style="list-style-type: none"> • Audit of teaching staff/teaching assistant knowledge and skills to be completed – basis for future training needs • Audit of resources available for children with a disability – resources for ADHD/ASD/Clever Hands etc • Smooth transition of pupils with disabilities –to next phase of school • Termly pupil progress meetings will continue to focus on pupils with additional needs and how teachers and TA's can plan effectively for those pupils. 	<p>SLT/Inclusion Manager</p> <p>SLT/Inclusion Manager</p> <p>Inclusion Manager/FLO</p> <p>SLT/Inclusion Manager</p>	<p>Annually</p> <p>Ongoing</p> <p>Annually</p> <p>Termly</p> <p>Ongoing</p>	<p>Provision maps and Pupil Progress meeting minutes show clear, accelerated progress for pupils with additional needs.</p> <p>Children with Speech and Language needs are identified quickly.</p> <p>Full cognitive assessments are carried out for those pupils with the highest level of need and reports are used to inform planning for learners</p> <p>Classrooms will reach a uniformity in resources available for pupils with additional needs.</p> <p>Planning will show an awareness of differing needs in each class and work will be differentiated to ensure improved achievement and independence for all pupils.</p> <p>Staff will have access to training related to the additional needs of children in their class.</p>

	<p>and TAs feel confident and knowledgeable about the different disabilities reflected within the school in supporting pupils with SEND</p> <ul style="list-style-type: none"> • Advice sought from outside agencies e.g. OT, SALT, LIFT, STLS 	<ul style="list-style-type: none"> • Use of EP for the most vulnerable learners. • Inclusion Manager to deliver training to TA's and teaching staff where possible (including new staff as appropriate). 	<p>Inclusion Manager</p> <p>Inclusion Manager</p>	<p>As required</p>	
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Improving access to the physical environment of schools

This includes improvements to the environment of the School, which can include visual, acoustic and physical environments. All new school buildings have to comply with the Building Regulations and the Education (School Premises) Regulations 2010 in conjunction with the Equality Act (2010) and should be physically accessible to disabled students. Much of the work in the area of improving the physical environment will therefore involve improving access to existing buildings.

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> • To review and adapt as needed all access points to the school. • To ensure that fire/smoke sensors are appropriate for all pupils and staff, including those with hearing and sight impairment. • To ensure that all pupils and staff who are wheelchair users or have mobility difficulties are able to evacuate the school quickly and safely in an emergency. • Access Audit carried out on the whole site. 	<p>Investigate accessibility to the entire site in particular any class rooms not based on the ground floor.</p> <p>Investigate adequate fire evacuation facilities are available to any person with physical impairment.</p> <p>Investigate alternative assembly point for any physically impaired person.</p> <p>Personalised accessibility and evacuation plans to be written as needed for pupils/staff with mobility difficulties or hearing/sight impairment.</p>	<p>Site Team/SBM</p> <p>Site Team/SBM</p> <p>SLT</p> <p>Inclusion Manager</p>	<p>Annually</p> <p>Review annually</p> <p>Review termly</p> <p>Review annually at the start of each Academic year</p>	<p>All users of the site can access all areas.</p> <p>All users of the site can evacuate the site if necessary.</p>

Improving the delivery of written information to pupils and parents/carers with a disability or do not have English as their first language

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
<p>Improve the delivery of information to parents and pupils with any form of disability</p>	<ul style="list-style-type: none"> To ensure that written information normally provided by the school will take account of students' disabilities and parents' preferred formats. These adjustments will be made only if it improves the accessibility to the curriculum. All written information required in a different format to be made available within a reasonable timescale. 	<p>Increase the use of communicate in print signs beyond classrooms to the wider school environment.</p> <p>Improve internal signage to show directions to different parts of the building.</p> <p>Induction loops to be installed throughout the school should this become necessary and deemed a "reasonable adjustment".</p>	<p>Inclusion Manager</p> <p>Inclusion Manager</p> <p>SBM</p>	<p>By the end of this academic year</p> <p>Ongoing as necessary</p> <p>Ongoing as necessary</p>	<p>All stakeholders can access information in order to improve accessibility to the curriculum.</p> <p>Our disabled pupils, staff and visitors will feel more included in the school environment and will be able to navigate around the school more easily.</p>

<p>Continue to ensure parents/carers who do not have English as their first language have access to information</p>	<ul style="list-style-type: none"> To ensure that written information normally provided by the school will take account of students' disabilities and parents' preferred formats. These adjustments will be made only if it improves the accessibility to the curriculum. 	<p>Translate written communications into different languages as and when required within a reasonable timescale</p>	<p>Inclusion manager</p>	<p>Ongoing as necessary</p>	<p>Our parents/carers will feel more confident in understanding communications sent out</p>
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