



Accessibility Plan

Member of Staff Responsible	Chief Executive Officer
Relevant guidance/advice/legal reference	schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools and trusts on the Equality Act 2010 . The Key SEND trust lead
Approved by	Board of Trustees (LGB approves at school level)
Date of Policy	May 2022
Review Cycle	3 years
Date of Next Review	May 2025
Website	Yes

This policy is divided into two sections.

Section 1: Is common to all schools in The 3-18 Education Trust. In this policy, Section 1 refers to the purpose and scope of the policy, along with our values.

Section 2: Refers to the detail of how the policy is implemented at William Brookes. Given the accessibility policy is highly contextualised based on the intake and infrastructure, Section 2 indicates the constraints and opportunities of accessibility, along with the required Action plan.

Section 1:

Purpose, aims and scope of the Accessibility Plan

Schools and academy trusts are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability faces in comparison with those without a disability.

The purpose of the Accessibility Plan is to show how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan outlines the aims of our schools to enable access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010:

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum.
2. Improving the physical environment of the school to increase the extent to which pupils with disabilities can access facilities
3. Improve the availability of accessible information to pupils with disabilities.

We also wish to ensure staff, governors and parents/carers are aware of the way of previous and ongoing work to make the school and the curriculum accessible for all students, in order to participate in the school curriculum. When new students join the school with needs that relate to this policy, we will consider their needs with reference to this policy.

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

The Accessibility Plan complements and supports the Equality Information & Objectives Policy and the SEND Policy. Further reference can be made to policies on behaviour, risk assessment, health and safety, supporting pupil with medical conditions, SEND and the school development plan.

Trust principles and values

Our trust mission is that every individual is in a great school and the vision for our students is that they leave us accomplished, independent, resilient, compassionate young people, with choices and opportunities ahead of them.

The 3-18 Education Trust is committed to ensure the accessibility of its schools for pupils, staff and stakeholders. The Equality Act 2010 legislation means that schools cannot unlawfully discriminate because of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, sex and sexual orientation. (See Equality Information & Objectives Policy)

We aim to provide an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within each school.

Definition of Disability

A person has a disability 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 carry out 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'.

Section 2:

Physical Assessment of premises

Implementation responsibility

Accessibility at William Brookes School				
Target	How is this achieved and actions	Time scale for actions	Lead	Success criteria
Aim 1: Increasing access to the curriculum for pupils with disabilities				
Aim 2: Improve and maintain access to the physical environment				
Aim 3: Improve the availability of accessible information to pupils with disabilities.				