

Accessibility Policy

Academic Year 2022-2025



Version and Date		Action/Notes	Date to be Reviewed
6.0	13.07.2021	Approved by Board of Trustees	3 Years – July 2024
7.0	12.07.2022	Approved by Board of Trustees	3 Years – July 2025

Aims and Scope

The Connect Education Trust believes that in partnership with parents it has a special duty to safeguard and promote the education of pupils with disabilities over and above its basic statutory responsibilities. The Connect Education Trust will also make every practicable arrangement for staff and visitors with disabilities.

A person is defined as having 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. This definition is a broad one and covers physical and medical disabilities, sensory impairments, such as those affecting sight or hearing and learning disabilities.

The Connect Education Trust will maintain and increase accessibility for those with disabilities to ensure their needs are met in its schools. This policy should be read in conjunction with the First Aid and Supporting Pupils with Medical Needs Policy and the Health and Safety Policy.

The Connect Education Trust schools will achieve this aim by:

- Regular training for teaching and support staff in disability awareness so that they can encourage pupils with disabilities to take every opportunity to achieve their potential including music, drama and physical activities
- Fulfilling their duty not to discriminate against disabled pupils and prospective pupils in the provision of education and associated services including admissions, exclusions, extracurricular activities, educational visits and school trips
- Managing the physical environment so as to remove or minimise trip hazards or disturbances of noise and light
- Ensuring all refurbishment, minor and major building work include all reasonable measures to improve accessibility and comfort for children with disabilities.
- Designating a senior member of staff at each school with special responsibility for implementing and monitoring this policy

Responsibilities and Monitoring

The Senior Leader for inclusion will:

- be responsible for identifying actions to improve accessibility and drawing up an implementation plan with targets and timescales.
- report on progress to the Headteacher and the Local Governing Boards or Interim Management Boards of each school

Long Term Objectives and Targets (Our Vision)

Our vision is that any further building work completed on our school sites will be inclusive of pupils with a range of disabilities for which we will be adequately equipped and resourced.

Any Future Building Programmes on individual School Sites

All future building programs for individual school sites will comply with the DDA act and will therefore provide:

- Full access for wheelchairs to all areas of the building where practicable
- Lighting which supports the visually impaired
- Decoration to support visually impaired pupils and pupils with Autism Spectrum Disorder

- A lift, which will make any second floor of the building accessible to the disabled.
- Environments which support pupils with disabilities

Identifying and Removing Barriers to Access

- Each Connect Education Trust school has an ongoing decoration and improvement programme which takes into consideration all aspects of physical impairment, pupils with Autism Spectrum Disorder and is particularly supportive for the visually impaired.
- Areas of poor lighting to be identified and will be replaced/refurbished as part of the on-going decoration improvement programme.
- Windows are to have blinds where required
- Schools can be accessed easily at ground floor level. However, upper floors may not have wheelchair accessibility.
- Not all of the schools have adequate space to support pupils with physiotherapy and occupational therapy programmes.
- The schools do not have documentation in any other form but written, although some documents have been translated into other languages.
- School alarms that are auditory only do not cater for pupils with hearing impairment.
- Toilets should be redecorated to create “contrasts” for easier use by visually impaired pupils.

School Specific Accessibility Plan

Target	Strategies	Time Frame	Responsibility	Success Criteria
Decorative state of the school supports ASD pupils and the visually impaired to access the site more easily.	Audit of the school's decoration by the site manager and a member of the inclusion team.	Audit to be completed each September	SBM, Inclusion Manager and Site Manager.	The school building is decorated and maintained to support children who have ASD. Two playgrounds have shaded areas to support pupils with light sensitivity.
Ensure adequate access in school for children with mobility issues	Lift installed in year 5 and 6 building. Playgrounds connected by slopes. 2 disabled parking bays in car park for staff Assess accessibility access from outside to inside.	Audit each September. check outside areas remain safe and that covid pathways are clearly demarcated	SBM, Inclusion Manager and Site Manager.	Easier access from the main playground. Easier access to the higher floors of the main building. The ground floor of the main school building and both floors in the year 5/6 hub are wheelchair accessible.
Ensure that emergency evacuation procedures in place are sound	Risk assessment and care plan in place for children with mobility issues	Each September	SBM, Inclusion Manager and Site Manager.	Children and adults can safely and easily evacuate the school building and understand the procedures to follow
To improve the provision for ASD	Use communication in print to improve signs around the school by augmenting them using sound button machines	Termly	All teaching staff SENCo	Children with additional communication and interaction needs are supported by augmented instructions

To de-clutter PE, dining halls and other environments and create better storage in communal areas.	Audit of the school's decoration by the site manager and a member of SLT	Annually.	Office manager and Site Manager.	All areas will be tidy and the risk of tripping over clutter will be reduced.
Disabled Toilet Facilities	Disabled toilets installed in 3 different areas of the school building to enable access for disabled visitors, children or staff	In place	Site manager	There are 3 disabled toilets, which are large enough to accommodate changing and personal hygiene care.
Amethyst Room (Learning Mentor) in place for SEMH	Space organised and prepared for a purposeful environment for children with social, emotional and mental health needs	In place	Learning Mentor SENCo	Improved inclusion for more vulnerable children and for children with social, emotional and mental health needs.
Medical Room	Clean, hygienic well-ordered and de-cluttered room for pupils and adults who require medical intervention or attention. : ensure soft furnishings are washed weekly.	In place	Headship Medical Welfare Assistant	All adults that work in the medical room have a first aid certificate that is in date. Provides a safe, personal space for medication to be administered. Also has large disabled toilet facility. Wheelchairs can access the medical room. Provides a place of care for anyone who has sustained any physical injuries in school. Adult in the medical room will telephone external services for medical advice if necessary to call for an

				ambulance in a medical emergency. All confidential medical files for pupils are locked away.
Steps and Stair edging.	All steps and stairs should be clearly demarcated	To be completed as part of the refurbishment programmes.	Senior Leader for Inclusion and Site Manager.	All stairs and steps are clearly visible to visually impaired pupils.
Sound reduction in communal areas and some classrooms to support ASD pupils	During on-going redecoration programme, sound absorption boards or false ceilings to be built in classes and communal areas such as halls.	To be completed as part of the redecoration programmes.	Senior Leader for Inclusion and Site Manager.	Learning environments and communal areas will be quieter.

This policy will be reviewed every three years by the Trust Board.

