

# Accessibility Plan

## **POLICY APPROVAL and REVIEW**

Review date: **Oct. '20**

Approval needed by: **CTA Governing Body**

Adopted: **Jan. '21**

Next review date: **Jan. '24**

This policy (and the procedures outlined within) applies to Chase Terrace Academy and is in line with the core values of the Stephen Sutton Multi-Academy Trust (SSMAT).

At CTA, we aspire for all of our students to achieve greater things than they ever thought possible. We pride ourselves in being a warm and welcoming school that places community at the heart of everything we do. Our ambitious curriculum is enriching and inclusive, providing challenge and breadth for all. This empowers our students to become compassionate, confident and creative individuals who are resilient, respectful and equipped with a desire to take up a fulfilling role in society and the wider world. Across the school, there is a relentless drive for continuous improvement.

## 1. Aims

Under the Equality Act 2010, schools are required to have an Accessibility Plan. Implementation of the plan should include actions (based on an assessment of need) to address one or more of the areas below:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school, enabling disabled students to take better advantage of their education
- Improve the availability of accessible information to disabled students.

Chase Terrace Academy (CTA) aims to treat all students fairly and with respect. This includes providing access and opportunities for all students, without discrimination of any kind.

We are ambitious for the achievement and progression of all of our students and take very seriously our responsibility to address the barriers that students with Special Educational Needs and Disabilities (SEND) face.

This plan is accessible from the school's website and a paper copy is available on request.

CTA is committed to ensuring that all staff are trained in equality issues, with reference to the Equality Act 2010, including understanding disability issues. The school also works in partnership with local authorities and specialist support agencies in order to develop and implement the plan.

The Stephen Sutton Multi-Academy Trust (SSMAT) Complaints Policy covers the Accessibility Plan. Concerns relating to accessibility issues should be raised in a way that is consistent with the procedure outlined in this policy.

This policy has taken into account the views of students, parents, staff, specialist agencies and governors.

## 2. Legislation and definitions

This document meets the requirements of Schedule 10 of the Equality Act 2010 and the DfE's '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 SEND Code of Practice, 'substantial' is defined as 'more than minor or trivial', including sensory impairments (such as those affecting sight or hearing) and long-term health conditions (such as asthma, diabetes, epilepsy and cancer); 'long term' is defined as 'a year or more'.

Under the Equality Act 2010, schools are required to make 'reasonable adjustments' for students with disabilities, in order to alleviate any substantial disadvantage that disabled students face, in comparison with non-disabled students.

This policy complies with our Funding Agreement and Articles of Association.

### 3. Action plan

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

<b>1. Improve and maintain access to the physical environment for students with a disability</b>			
<b>Objectives:</b>	<b>Actions:</b>	<b>Person resp.:</b>	<b>Deadline:</b>
a) Improve access to the school buildings (in combination with other appropriate security measures) for physically disabled students	Provide wheelchair level push button access to the reception vestibule and improve visibility between the vestibule and the main reception area. (Approx. £10K – from reserves).	SM	Sep. '21
b) Improve access to areas within the school for physically disabled students	Modify lift to enable a disabled student in a motorised wheelchair to access the first floor of the 'new' teaching block accompanied by a TA (Approx. £37K – from fundraising)	SM	Sep. '21
<b>Success criteria:</b> Students, and their parents/carers, report that this strategy has been successful in supporting their independence and enabling them to access a larger area of the school.			

### 4. Monitoring

This document will be reviewed every three years, but may be reviewed and updated more frequently, as required.

### 5. Links with other policies

This Plan is linked to the following policies and documents:

- Health and Safety Policy
- Equalities Duty: Objectives and Action Plan
- Special Educational Needs Policy

