

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.