

South Gloucestershire and Stroud Academy Trust (SGSAT)

## SGS AT - Accessibility and Disability Plan

If you would like this document in an alternate format

Please contact SGS-GS Human Resources Department

<b>Policy and Procedure Prepared by:</b>	Stephen Miles
<b>Job Title/Role:</b>	DCEO
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<b>Approved by:</b>	Board of Trustees
<b>Date:</b>	20 <sup>th</sup> May 2020

## Mandatory Initial Equality and Diversity Impact Screening

Main aim and purpose of the policy:	To set out how SGSAT seeks to ensure that students can learn in a supportive environment without fear of bullying				
Is this policy (or its constituent parts) relevant to a general equality duty? (please tick)	This policy development will assist in the elimination of unlawful discrimination and/or harassment of identified groups?	Implementation of this policy will promote equal opportunities for identified groups?	Implementation of this policy will promote positive attitudes and participation between groups?	Implementation of this policy will promote good relations between groups?	
<b>Age</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Disability</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Gender Reassignment</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Race or Ethnicity</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Religion or Belief</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Marriage</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Pregnancy/ Maternity</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Sex</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Sexual Orientation</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Carers/ Care givers</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>Persons in care</b>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Specify any groups for which there is evidence or reason to believe that some groups or individuals could be affected differently:					
None					
How much evidence is there:	None	A little	Some	A lot	
<b>Is there any concern that the policy may operate in a discriminatory way?</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	None	A little	Some	A lot	
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Assessed relevance to equality (tick one row only)	High	Med	Low	None	Brief reason for this assessment
Age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Gender Reassignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Race or Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Religion or Belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Marriage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Pregnancy/ Maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Sexual Orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Carers/ Care givers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
What is the next step? (tick one only)	What priority level is this policy?			Has the Policy been sent for Full EQIA, or do you believe the policy should have a Full EQIA?	
	High <input type="checkbox"/>	Medium <input checked="" type="checkbox"/>	Low <input type="checkbox"/>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
<b>I am satisfied that an initial screening has been carried out on this policy/procedure and a full Impact Assessment is not required</b>					
<b>Completed by:</b> Stephen Miles <b>Position:</b> DCEO				<b>Date:</b> March 2020	

# **Accessibility and Disability Plan**

## **Introduction and aims**

South Gloucestershire and Stroud Academy Trust believe in providing every opportunity to develop a students' full potential. All our students, staff and visitors should feel valued, cared for, listened to and encouraged to challenge themselves to be the best they can. It is the Trust aim to reduce and eliminate barriers to:

- the curriculum
- all aspects of School life
- the Schools environment for students and prospective students, staff, parents and visitors with a disability.

## **Background**

According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal duties. The Special Educational Needs and Disability Act (SENDA) 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. This plan sets out the proposals of the Trust to ensure the UTCs in the trust practices and policies comply with these acts and increase access to education for disabled students.

It is our duty to make sure that:

- We do not to treat disabled students less favourably for a reason related to their disability;
- We make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- We plan to increase access to education for disabled students.
- We do not discriminate against anyone
- We do not allow any form of harassment of people with a disability
- We promote positive attitudes towards anyone living with a disability
- We remove barriers which may discourage disabled people from playing a full part in the life of the schools
- We encourage full participation by everyone in the activities of the school.

Schools individual disability register is kept securely in constituent schools.

### **Principles**

- Compliance with the above-mentioned legislation is consistent with the trust's aims, Equal Opportunities and the operation of the trust's Inclusion and SEND Policy
- The trust's admissions policy does not discriminate against any form of disability
- The trust's recruitment policy does not discriminate against any form of disability
- The trust recognises and value parents' and carers' knowledge of their child's disability and seek partnership and consultation
- The Trust Schools aim to provide all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students in as inclusive a curriculum as possible by:
  - setting suitable learning challenges
  - responding to students' diverse learning needs
  - overcoming potential barriers to learning and assessment for individuals and groups of students
  - by ensuring that all staff are aware of the procedures for identifying and monitoring teaching and supporting students young people and adults with disabilities

### **Intent:**

- To increase the extent to which disabled students, young people and adults can participate in the School's curriculum
- To improve the physical environment of the School's to increase the extent to which disabled students, young people and adults can take advantage of education and wider life of the School's , including trips and clubs
- To improve the accessibility of written information to disabled students, young people and adults

## **Implementation:**

- Students are taught using a variety of teaching and learning methods, ensuring accessibility to the curriculum for all
- Students have individual learning targets, closely monitored and regularly reviewed
- Analysis of progress and performance data enables us to measure the impact of intervention and support strategies for children on the SEND register
- Support staff are well trained and work in collaboration with the teaching staff to ensure appropriate support is offered to children with disabilities
- The SEND register is kept up to date (and will include the identification of students with a disability)
- Appropriate and specific intervention programmes for students with SEND
- Individual EHCP/ Personalised Student Plans and reviews are in place
- Advice is sought, as appropriate, from the local authority, Educational Psychologists and other agencies to provide staff with information about making 'reasonable adjustments'

## **Impact:**

Information about the needs and progress of disabled people will be gathered through:

- Student admission information
- Parental/Carer questions
- Arbor data
- Personalised Plans
- Recruitment process
- Discussion with relevant medical professionals and other outside support agencies

Achievements of disabled people will be gathered through:

- Data analysis (progress/attainment)
- Assessment records
- Celebration assemblies, certificates, letters home, etc.

Information gathered as part of the School's normal self-evaluation process is used to evaluate the success of the principles above.

## **Making reasonable adjustments**

We aim to remove any barriers that we find are making life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to

### **(a) the building and grounds:**

- Ensuring all adjustments to current buildings are DDA compliant
- Denote hazards for the visually impaired
- Lift access to be applied to access card, where applicable

**(b) learning and teaching:**

- We will review and monitor the progress of disabled students through our normal processes and will evaluate and adapt our practice as necessary
- EHCP targets ensure aptness of teaching and learning strategies
- Targets and progress towards them will be reported to parents regularly

**(c) communication methods**

- Email, Teams, website, social media as applicable
- Visual timetables for some students
- Newsletters to parents/carers
- Informal discussions with parents/carers
- Telephone messages and conversations with parents/carers

The effectiveness of these adjustments will be monitored regularly and the opinions of disabled stakeholders canvassed. Feedback will come from:

- Student interviews
- Student Council
- Parental questionnaires
- Staff opinions (teaching and non-teaching)
- Local School Board Members and Trustees
- Other visitors and users of the Schools
- Outside Agencies

The impact of all School policies and practices on disability equality will be assessed at the time of review with the Trust Board. This document will be available on the Trust and School's website and hard copies produced on request at School's reception.