

South Gloucestershire and Stroud Academy Trust (SGSAT)

SGS AT - Accessibility and Disability Policy

If you would like this document in an alternate format
Please contact the Human Resources Department

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9. MANDATORY INITIAL IMPACT SCREENING



Completed by:

Name S D MILES

Title DCEO

22/05/2023

I have read the guidance document: Completing a Policy Impact Assessment?

✓

If this policy has been up-dated, please tick to confirm that the initial impact screening has also been reviewed:

✓

EQUALITY AND DIVERSITY IMPACT ASSESSMENT

Characteristic	This policy seeks to:
Age	Other (Please state):
Disability	Commit to making reasonable adjustments to promote equality of access and opportunity for learners, employees and members of the public with disabilities and/or learning difficulties/disabilities.

Faith or Belief	No appreciable impact	
Gender	No appreciable impact	
Race or Ethnicity	No appreciable impact	
Orientation	No appreciable impact	
Gender reassignment	No appreciable impact	
Economic disadvantage	Use available resources to identify and address any issues of inequality as a result of social and economic factors. Supporting learners and staff, both academically and pastorally in order for all to be successful	
Rural isolation	No appreciable impact	
Marriage	No appreciable impact	
Pregnancy & maternity	No appreciable impact	
Carers & care leavers	Use available resources to identify and address any issues of inequality as a result of being in care or a care leaver. Supporting learners both academically and pastorally in order to be successful.	
Vulnerable persons	Use available resources to identify and address any issues of inequality as a result of being a vulnerable person. Supporting learners both academically and pastorally in order to be successful.	
Please identify any sections of the policy that specifically seek to maximise opportunities to improve diversity within any of the Trust's stakeholder groups:	None.	
Please identify any sections of the policy that specifically seek to improve equality of opportunity within any of the Trust's stakeholder groups:	None.	
Is there any possibility that this policy could operate in a discriminatory way?	<input type="checkbox"/>	<input checked="" type="checkbox"/> * If you have ticked yes (red), which characteristic will be most affected? Choose an item.
If yes please confirm that the Policy has been sent for a full Equality & Diversity Impact Assessment, and note the date:	<input type="checkbox"/>	Click or tap to enter a date.

Note: if the policy does not seek to increase diversity or improve equality you should go back and review it before submitting it for approval.

MAPPING OF FUNDAMENTAL RIGHTS	
Which United Nations Convention on the Rights of the Child (UNCRC), Right does this policy most protect:	Art. 28 Right to education Choose an item. Choose an item.
Which Human Right (HRA) does this policy most protect:	Art. 9 Freedom of thought, conscience and religion Art. 14 Prohibition of discrimination

DATA PROTECTION & PRIVACY BY DESIGN SCREENING	
Tick to confirm that you have considered any data protection issues as part of the design and implementation of this policy; and, that implementing this policy will <u>not</u> result in the collection, storage or processing of personal data outside of official Trust systems:	<input checked="" type="checkbox"/>
Tick to indicated that this policy has or requires a Data Privacy Impact Assessment:	<input type="checkbox"/>

Accessibility and Disability Policy

Introduction and aims

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However, the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

A person has a disability if: they have a physical or mental impairment the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities. For the purpose of the Act, these words have the following meanings: 'substantial' means more than minor or trivial 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions); 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act. There are additional provisions relating to people with progressive conditions. People with HIV, cancer and multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances. It should be noted that this definition is not just regarding physical difficulties but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness
- In addition, there is a range of 'hidden impairments' such as
- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a student is disabled but rather it is the effect on the student's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects

- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger
- Reasonable Adjustments
- SGSAT has a duty to make reasonable adjustments for disabled students When something we do places a disabled student at a substantial disadvantage to other students, we must take reasonable steps to avoid that disadvantage.

There is no legal definition of what may be 'reasonable' although the SEND Code of Practice includes factors that should be taken into account, which may include the financial or other resources available, the effectiveness of the adjustment, its effect on other students, health and safety requirements and whether aids have been made available through the SEND route.

SGSAT has a central commitment to equal opportunities for all members of the school community, a strong desire to remove barriers for disabled students, and an ambition to:

- Increase the extent to which disabled students can participate in the different areas of the national curriculum and increase access to extra-curricular activities Improve the physical environment of school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

We strive to ensure that the culture and ethos of our schools are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Students should be provided with the opportunity to experience, understand and value diversity. We are committed to providing all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework which underpin the development of a more inclusive curriculum: - setting suitable learning challenges - responding to a student's diverse learning needs - overcoming potential barriers to learning and assessment for individuals and groups of students

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.

For further and specific details, please refer to each school's own published information. Due to the great variation of our schools with regard to both student profiles and physical environment, we require that each school makes independent provision for the Act's requirements, within the principles outlined in this policy.

Each SGSAT school should therefore recognise in their published SEND information the details of their intent to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

This is further explained in the DfE's [advice for schools on the Equality Act](#) (2018).