



# Amherst School (Academy) Trust

## Accessibility Policy

<b>Policy Title</b>	<b>Accessibility Policy</b>
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<b>Policy Reference</b>	<b>KCC model 2018 and The Key for School Leaders</b>
<b>Function</b>	For Information and Guidance
<b>Status</b>	Recommended
<b>Audience</b>	Parents, Governors, Headteacher, Teachers, Support Staff, the Department for Education
<b>Ownership / Implementation</b>	The Headteacher and the Governing Body have overall responsibility for ensuring that this policy is implemented.
<b>Staff member responsible</b>	School Business Manager
<b>Review Frequency</b>	3 yearly
<b>Date approved by Staff &amp; Pupil Welfare Committee</b>	October 2025
<b>Date for Review</b>	October 2028



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### Introduction

Amherst School (Academy) Trust strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

#### **The definition of disability is:**

*"A person suffers 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. "*

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

### Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [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 [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### Aims

Amherst School (Academy) Trust aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate, if possible
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities



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- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- by providing written information for pupils with disabilities in a form which is user friendly.
- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- by examining our library and reading books to ensure that there are examples of positive images of disabled people

### Actions to ensure equality for pupils with disabilities

1. We shall undertake a disability audit.
2. As a result of the audit, we shall:
  - write an action plan which includes targets
  - make the policy and targets known to all teaching and ancillary staff, pupils and parents
  - monitor the success of the plan
  - the Plan will be reviewed annually.
3. The Governing Body will report on how targets have been met to parents (and what impact they have had on the achievements of pupils with disabilities).
4. The school will set up a working party to monitor and further develop good practice.

### Monitoring

Amherst School (Academy) Trust recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

Aspects that may be monitored over a period of time are;

- Admissions
- Attainment
- Attendance
- Punctuality
- Effects of pastoral strategies
- Rewards
- Sanctions
- Exclusions
- Response to teaching styles/subject
- SEN Register
- Setting/groups
- Effects of the Literacy & Numeracy Strategies
- Extra-curricular activities
- Homework
- Homework clubs
- Selection & recruitment of staff
- Governing body representation
- Parents attending consultation meetings
- Parents' involvement in the life of the school (attendance at parents' evenings, in the classroom, school productions, sports day, fetes etc)



### Scope of the Plan

This plan covers all three main strands of the planning duty:

**1. *Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.***

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture.

Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand eye skills, such as extra robust scientific glassware and specialist pens and pencils.

In maintained schools the provision of a special piece of equipment or extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all schools.

The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school.

For example, a pupil with visual impairment might have low vision aids provided through the statement of SEN but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

**2. *Increase the extent to which disabled pupils can participate in the school's curriculum.***

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools will be expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual pupils.



### **3. Improving the delivery of information to pupils with disabilities**

This part of the duty covers planning to make information normally provided by the school in writing to its pupils - such as handouts, timetables, textbooks, information about school events available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT.

This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

### **Other related school policies**

Equality for disabled pupils is included as an explicit aim in all of the school's policies and is supported by the school's other policies including:

- Accessibility Action Plan –2024-2027
- Amherst School Equality Statement
- Teaching and Learning
- Behaviour Policy
- Admissions Policy criteria
- School improvement plan
- Policy for school trips and excursions
- SEND policy
- Exclusions

#### **Publications for Guidance**

[guidance for schools on the Equality Act 2010](#)

[schedule 10 of the Equality Act 2010](#)

[Special Educational Needs and Disability \(SEND\) Code of Practice](#)