



**BrightTribe**  
learn grow prosper

## **ALAT and Bright Tribe Trust Accessibility Policy**

Trust board approval date

September 2014





## Policy Review Audit

<b>Date Policy Adopted:</b>	September 2014
<b>Authorised by:</b>	Trust Board
<b>Review Cycle:</b>	Every 3 Years
<b>Date of Next Review:</b>	September 2017

Policy Review Dates:	Actual Review Date:	Reviewed by:	Date Approved by the Trust
		VO	

Policy Review Dates:	Reviewer	Signature of Reviewer

Signature of the Trust Board:



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## 1. Mission Statement

**Adventure Learning Academy Trust (ALAT) AND Bright Tribe Trust (Bright Tribe) brings a new energy and approach to providing the best education for our students.** Through proven practices, ALAT / Bright Tribe will transform the learning of students, raise standards and provide the highest quality learning environments, enabling students and teaching staff to thrive and be the best. ALAT / Bright Tribe's aim is to break down the barriers that limit educational progress. We do this through adopting a personal learning pathway for every child – one that takes account of individual needs, aspirations and talents.

ALAT / Bright Tribe's values:

### Learn

Provide the best education for every student.

Ensure the highest quality teaching and learning.

Work with the family, parent or carer.

### Grow

Grow our students' futures.

Develop the best teaching staff.

Provide the best learning environment and supporting technology.

### Prosper

Lead the way in education.

Realise the opportunities.

Be connected to the community.

## 2. Aims and Objectives of the Policy

The aim of the Accessibility Policy is to ensure that all pupils have full access to the curriculum and to ALAT/ Bright Tribe academies and specifically that:

- disabled pupils, staff or parents and carers are not treated less favourably
- the ALAT / Bright Tribe academies make reasonable adjustments for all pupils, staff and visitors including disabled pupils, staff, parents and carers
- the needs of disabled staff and parents/carers are accommodated in the academy environment, as far as is reasonably practical.

## 3. Definition of Disability

Disability is defined within the Equality Act 2010: "A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term negative effect on his or her ability to do normal daily activities."

- 'Substantial' is more than minor or trivial – e.g. it takes much longer than it usually would to complete a daily task like getting dressed
- 'Long-term' means 12 months or more – e.g. a breathing condition that develops as a result of a lung infection.

The policy and plan is drawn up in accordance with the planning duty in the Equality Act which includes education. Under the act schools have a duty to make reasonable adjustments for disabled people. This can be summarised as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

Schools are not subject to the requirement of reasonable adjustment duty concerned with making alterations to physical features because this is already considered as part of their planning duties.

In accordance with the Act, the ALAT / Bright Tribe academies will carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010. We will implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the academy curriculum
- improving the physical environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery of information to disabled pupils which is provided to pupils who are not disabled. This should take account of views expressed by the pupils or parents about their preferred means of communication.

We will also have regard to the need to provide adequate resources for implementing plans and will regularly review them.

N.B. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan. OFSTED inspections may include a school's accessibility plan as part of their review.

## 4. Principles

The ALAT / Bright Tribe academies recognise their duty to:

- ensure that compliance with the Equality Act is consistent with the ALAT / Bright Tribe's Equality Policy; its Equal Opportunities Policy; the operation of its SEN policy and any other academy policy that has a focus and impact on its disabled pupils, staff and parents/carers
- not discriminate against disabled pupils, staff and parents/carers in admissions and exclusions or in provision of education and associated services
- not treat disabled pupils, staff and parents/carers less favourably
- make reasonable adjustments to avoid putting disabled pupils, staff and parents/carers at a substantial disadvantage
- publish an Accessibility Plan.

## 5. The Accessibility Plan

In performing their duties and developing the Accessibility Plan, Governors and the leadership of the ALAT / Bright Tribe academy staff and the Trust will have regard to their duties to disabled people under the Equality Act to make reasonable adjustments and, where it is reasonable, to provide auxiliary aids.

The ALAT / Bright Tribe academies provide all pupils with a balanced curriculum, differentiated and adjusted to meet the needs of individual pupils by:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils
- accommodating the needs of disabled staff and parents/carers as far as is reasonably practical.

**5.1.** A three year Accessibility Plan will be drawn up in consultation with the pupils, parents, staff and visitors, including disabled pupils, parents, staff and visitors. They will review and audit the three areas:

- School Buildings
- School Curriculum
- Information the school provides

The Plan will be approved by the Governing Body and the Trust and will cover the period from 2016-2019.

**5.2.** At the ALAT / Bright Tribe academies, we are committed to providing a fully accessible environment which, in line with the Equality act 2010 values and includes all pupils, staff, parents and visitors regardless of their sex, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

**5.3.** The following areas will form the basis of the Accessibility Plan with relevant actions to:

- Improve access to the physical environment of the school including facilities provided within the classroom
- Incorporate reference to accessibility within curriculum planning documents and within Schemes of Work
- Improve the delivery of information to pupils, staff, parents and visitors with disabilities.

It is acknowledged that there will be need for ongoing awareness raising and training for all staff and pupils in the matter of disability discrimination and the potential need to inform attitudes on this matter.

**5.4.** The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equality & Diversity
- Health & Safety
- Equal Opportunities
- Special Needs
- Behaviour Management
- Equal Opportunities in Employment
- Child Protection
- Bullying.

5.5. The Plan will be monitored through the Governing Body and the Trust.

## 6. Access to the Plan

The plan (Appendix 1) will be made available upon request to any current parent or prospective parent who requests it. We will also hand the plan to any parent of a disabled child who makes an enquiry about a place for their child at the academy. The plan will also be made available to any member of staff or applicant for a post at the academy who requests it.

The plan will be shared with senior management and will inform relevant aspects of the school's development plan. The plan will be made available to upon request.

## 7. Monitor and Review

The Accessibility Plan will be monitored every year by the designated person and the SENCO.

This policy will be reviewed at least every two years and more frequently if there are changes in any relevant legislation.

## Appendix 1 – Lisekard Hillfort 3 Year Accessibility Plan

Examples are given for guidance only. Academies will need to do their own auditing and review as outlined in 5.1 of the Accessibility Policy.

Target	Required Actions	Timescale	Comments
<b>Improving Physical Access</b>			
All enrichment activities are planned to ensure that they are accessible to all children	<ul style="list-style-type: none"> <li>Review existing provision to identify who is / isn't taking part</li> <li>Talk to children who are not participating to identify barriers</li> <li>Include clubs in the programme that are attractive and accessible to all children</li> </ul>	By Dec 2016	
Classrooms are optimally organised to promote the participation and independence of all pupils	<ul style="list-style-type: none"> <li>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.</li> </ul>	By October 2016	
Reduce dangerous running in the playground that is resulting in injuries	<ul style="list-style-type: none"> <li>Put in place a range of activities that will provide lots of enjoyment as well as safety.</li> </ul>	By October 2016	
<b>Improving curriculum access</b>			
All subject areas review the accessibility of their practical sessions	<ul style="list-style-type: none"> <li>Subject action plans created</li> </ul>	By Easter 2017	
All teaching and non-teaching staff are aware of particular needs	<ul style="list-style-type: none"> <li>Training for all staff in the staff meetings</li> </ul>	By September 2017	
<b>Improving the delivery of information</b>			
Requests for modified written materials are dealt with promptly	<ul style="list-style-type: none"> <li>Review facilities for producing written materials in different font sizes and on different coloured paper</li> </ul>	By October 2016	



Target	Required Actions	Timescale	Comments
Reasonable requests for spoken information can be met	<ul style="list-style-type: none"><li>• Review existing provision</li><li>• Allocate staff member and time to deliver spoken information on request</li></ul>	By September 2016	



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