## Ninestiles Academy Trust Mission Statement

Ninestiles Academy Trust will be nationally and internationally acknowledged as a high achieving, innovative and exciting group of schools which recognise and respect the richness and diversity of their communities. The trust will be structured and resourced to meet the needs of 21st century students and pupils. Within a caring environment, we will develop and reinforce the values, skills and attributes which promote good citizenship and lifelong learning. Parents, directors and councillors, and the wider community will work in partnership with our committed, appropriately skilled workforce and our students and pupils, to ensure that high quality learning takes place.

Outcomes will be outstanding.

### Policy title | Accessibility Plan
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**Rationale**

This plan is drawn up in accordance with the planning duty in the Equality Act 2010. It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils”, issued by DfES in July 2002.

Ninestiles Academy Trust schools’ buildings are designed to meet the needs of disabled pupils wherever possible and plans are in place to address the need for outstanding access and personal care facilities to ensure that a child starting in nursery will have their SEND needs met where appropriate, straight through until they leave at the end of year 13 to ensure that:

- use of these classrooms may be rotated to meet students and pupils’ needs;
- all public-access rooms, including front and back entrances, toilets, library, and hall are on the ground floor, with no steps where possible;
- a disabled toilet has been installed.

**Policy statement**

**Definition of Disability**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“A person has 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.”
**Key Objective**
To ensure that REASONABLE ADJUSTMENTS are made in order to reduce and eliminate barriers to access to the curriculum and to achieve full participation in the schools’ communities for students and pupils, both current and prospective, and our adult users with a disability.

**Principles**
Compliance with the DDA is consistent with the Trust’s aims and equal opportunities policy, and the operation of the Trust’s SEN policy. The school recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

1. In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002) and the EQUALITY ACT 2010.
2. The Trust recognises and values parents/carers’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respects the parents/carers’ and child’s right to confidentiality.
3. The school provides all students and pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:
   - setting suitable learning challenges
   - responding to pupils’ diverse learning needs
   - overcoming potential barriers to learning and assessment for individual and groups of pupils.

**Activity**
Ninestiles Academy Trust has identified the following points for action as part of its ongoing improvement, in order to achieve the key objective:

**a) Delivery of the curriculum**
School practitioners receive ongoing training in making the curriculum accessible to all pupils, and are aware of its importance.

The Trust’s schools will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

**b) Physical environment**
The school will take account of the needs of students and pupils and other users with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

**c) Provision of information in other formats**
The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.
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<thead>
<tr>
<th><strong>Linked Policies</strong></th>
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<tbody>
<tr>
<td>This Plan will contribute to the review and revision of related school policies, e.g.</td>
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<tr>
<td>- SEF and SIP</td>
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<td>- SEN policy</td>
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<td>- Equal Opportunities policy</td>
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<td>The plan is also available in the following formats, on request to the head teacher: email; enlarged print version; other formats by arrangements</td>
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<tr>
<th><strong>Monitoring and review</strong></th>
<th>Principals, SEND leads</th>
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<tr>
<td><strong>Links</strong></td>
<td>SEND policy</td>
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<td>Equal Opportunities</td>
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<td><strong>Staff responsible</strong></td>
<td>Principals, SEND leads</td>
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<td><strong>Committee responsible</strong></td>
<td>Board of Directors</td>
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<td><strong>Date approved</strong></td>
<td>April 2016</td>
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<td><strong>Review date</strong></td>
<td>April 2018</td>
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*Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and referred to the next academy council meeting*