



**The Robert Carre Trust**

## **Accessibility Policy**

### **Introduction**

The Trust is required, in accordance with the Equality Act 2010, to keep under review its facilities and operations to ensure that it is able to provide equality of opportunity for persons with disabilities. The Disability Equality Duty did not give additional rights to disabled people nor did it replace existing legislation, it does however, place responsibility upon the Trust to actively ensure the promotion of equal opportunity for all disabled people. The results of any review do not negate the RCT policies for Equal Opportunities, Health and Safety or Additional Needs but may require that these policies are amended. This policy also has due regard to the legislation and guidance as referenced in SEND Code of Practice 0-25 (2015).

### **Aim**

The aims of the policy are to:

- Identify the definitions and descriptions related to disability.
- Formulate the Trust's ethos for disability.
- Determine the current provision for disability access within the individual schools and identify actions to be taken.

### **Definition of Disability**

The Equality Act 2010 defines a disabled person as someone who has “a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities”. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition (SEND Code of Practice 0-25 2015) Special Educational Needs are defined in the Code of Practice which states that a child has “special educational needs” if he or she has a learning difficulty which requires special educational provision to be made. A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of the same age; or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Students who experience difficulty in any of the four following areas may be classed as having a SEN or disability in accordance with the SEND Code of Practice 0-25 (2015):

- Communication & Interaction Difficulties
- Specific Cognition and Learning Difficulties
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs (including Medical needs)

## **Robert Carre Trust Ethos**

As a Trust we are committed to ensure that all members of the community are valued, respected and welcome. As a result of this the Trust endeavours to make reasonable adjustments, in each school within the Trust, to ensure equality of opportunity for all. This will be reflected and embedded in all management practices and policy development.

## **Current provision**

The provision within the individual schools of the Trust is detailed in each school's Accessibility Plan as published on their respective websites.

## **EHCPs (Education, Health and Care Plans) & Personal Budgets**

The Trust recognises that parents of children who have an EHC plan and young people who have such a plan have a right to ask for a particular educational institution to be named in the plan and for a Personal Budget for their support. The Trust is committed to working collaboratively with parents and young people in the allocation and use of any such budgets. However, the Trust is under no obligation to employ support providers that parents or young people might indicate as their preferred providers.

## **Audit**

An audit of the provision at individual schools will be undertaken by the Local Governance Tiers every 2 years however, changes to legislation may require more frequent reviews. The audit should aim to identify any changes that could be implemented to improve equality and accessibility for disabled persons in accordance with Appendix 3. The Trust will update the Accessibility Action Plan accordingly and agree the timescale for further identified improvements.

## **The Accessibility Audit**

The Trust / Local Governance Tier will undertake an Accessibility Audit every two years. The audit will cover the following three areas:

- Access to the curriculum – the Trust / Local Governance Tier will assess the extent to which students with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the Trust / Local Governance Tier will assess the extent to which students with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the Trust / Local Governance Tier will assess the extent to which students with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Trust / Local Governance Tier will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes students who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

All actions will be carried out in a reasonable timeframe, and after taking into account students' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

## **Appendices:**

1. Accessibility Audit

Linked Policy: Health and Safety

**Adopted by the Trustees 5 June 2023**

**Next Review Date: June 2025**

## Appendix 1

### Accessibility Audit

#### Planning duty 1: Curriculum

Issue	What	Who	When	Outcome	Review
The curriculum offered at each school in the Trust should be accessible to all students (11-16) on roll at individual schools or all students in the Trust (16-18) including those with SEND	Audit of the curriculum	Headteacher, Senior Leader i/c Curriculum Subject Leaders, Teachers, SENCO/ SEN Manager	Throughout the academic year	Management and teaching staff are aware of the accessibility needs when planning the curriculum and scheduling the timetable to deliver it.	Each academic year ready for roll out in September
Staff members have the skills to support students with SEND	INSET provided to staff members. Training for teachers on adaptive teaching methods in their subjects	Headteacher, UPS staff external advisors, SENCO/SEN Manager	Throughout the academic year  Planned as part fo the CPD offer annually	Staff members have the skills to support students with SEND	Each academic year ready for roll out in September
School trips and or extra-curricular opportunities take into account students with SEND in order to facilitate their participation	Needs of students with SEND are incorporated into the planning process for all school trips. Paperwork reviewed by EVC to ensure this Adjustments are made in liaison with the parents and SEND	The Educational Visits Coordinator (EVC)  Trip Leaders  Teachers, SENCO/ SEN Manager  SLT	At the planning stages of each individual educational visit/club	Planning of school trips/clubs takes into account students with SEND	Processes Reviewed as part of the Educational Visits Policy by the EVC in line with the policy review schedule

	student to ensure appropriate access wherever possible Clubs and activities are checked by SLT to ensure accessibility				
Students with SEND require additional resources to support their learning	Provide resources (e.g. tablets, coloured overlays, hearing impairment aids etc) to ensure adjustments for students with SEND	Headteacher, ICT manager, SENCO/ SEND manager	Throughout the academic year	Students with SEND can access lessons	Each academic year ready for roll out in September and at key transition points for the SEND student as part of the student profile/IEP review

### Planning duty 2: Physical environment

Issue	What	Who	When	Outcome	Review
<b>The physical environment at each school in the Trust is accessible</b>	Audit of physical environment	Arion and RCT Ops Manager	<u>June 2023</u>	School is aware of accessibility barriers to its physical environment and has a plan, subject to finance, to address them	<u>June 2024</u>
<b>Children with physical disabilities (wheelchair user) cannot access all school buildings</b>	Construction work has already been undertaken to make improvements at both RCT schools	Site teams and local ground workers.	<u>July 2020</u>	KSHS overall accessibility is now 72%. CGS overall accessibility is now 59%	<u>June 2024</u>

<b>There are accessible toilets</b>	Audit current level against expected number for size of school roll	Arion, RCT Site Manager	<u>June 2023</u>	Accessible number of toilets may be increased. Results shared with SLT	<u>June 2024</u>
<b>The RCT school classrooms are not 100% accessible to a wheelchair user. (Aspirational)</b>	Get quotations for work which is required. Possibly 3 lifts needed as a minimum	RCT Site Team, RCT Operations Manager	<u>July 2023</u>	Exec Head, Head of School, Finance Director are aware of the costs involved to make the schools 100% fully accessible.	<u>July 2024</u>
<b>Learning environment of students with visual impairments is not accessible</b>	Audit the incorporation of appropriate colour schemes	Arion, SENCo and RCT Ops Manager	<u>June 2023</u>	Some learning environments is accessible to students with visual impairments. Results shared with SLT	<u>June 2024</u>
<b>Children with physical disabilities (wheelchair user) cannot access all school buildings</b>	The timetable and rooms used to teach lessons can be reviewed to incorporate lessons on the ground floor in accessible rooms.	Cover Manager/ Time tabler.	<u>On-going</u>	Students are taught through reasonable adjustments.	<u>On-going</u>

### Planning duty 3: Information

<b>Issue</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Outcome</b>	<b>Review</b>
School information is accessible to all parents and governors with SEND/disabilities	Audit of information and delivery procedures	SENCO, ICT manager	Spring <u>2023</u>	School is aware of accessibility gaps to its information delivery procedures	Summer <u>2023</u>
School does not know how to make written information accessible	Schools seeks advice from external advisors	SENCO	Summer <u>2023</u>	School is aware of local services for converting written information into alternative formats	Autumn <u>2023</u>

School website is not accessible to users with SEND	Audit of website Website is fully accessible	ICT manager	Summer <u>2023</u>	Website is fully accessible All 3 Trust websites are developed/hosted externally and are designed to be accessible, including a 'High Visibility Version'	Autumn <u>2023</u>
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### Monitoring and review

This plan will be reviewed every two years by the governing board and senior staff.

The next scheduled review date for this plan is February 2025 Any changes to this plan will be communicated to all staff members and relevant stakeholders.