



**The Castle Partnership Trust**  
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**Accessibility (Special Needs and Disability) Policy**

**Date: March 2017**

**Executive Headteacher: Sarah Watson**

**Headteacher Court Fields School: Rachael Bennett**

**Lead Person: Business Manager/SENCo**

This policy should be operated in conjunction with the SEND policy.

## Purpose

To ensure that the Trust complies, as far as is reasonably and financially practical, with legislation contained in the SEN and Disability Act 2001 and the Equalities Act 2010. This policy intends to maximise access to all parts of the school, its curriculum, as well as extra curricular activities, to all adults, students and potential students.

## Scope

It is the Trust's agreed policy that adults and students with a wide range of potential needs and requirements including those with mobility impairments, sensory impairments, mental or chronic health conditions are not treated less favourably for a reason that relates to their disability. The Trust has determined that it will make reasonable adjustments in order to create an inclusive environment that promotes an equality of opportunity and removes barriers to learning in every aspect of school life.

The Trust is expected to take "reasonable steps" to ensure that disabled adults, students and prospective students are not placed at a "substantial disadvantage" compared to their peers.

## How

The policy aims to apply to the whole Trust community. Each school in the Trust has an action plan which provides detail as to how the policy will be determined, implemented, monitored (success criteria) and the basis on which it will be reviewed.

## Responsibility

The Trust Board has the overall responsibility for ensuring that there is compliance with this legislation. The Local Governing Body will have delegated responsibility for monitoring compliance.

## Staff

The Trust is an Equal Opportunities employer and will continue to endeavour to appoint the best candidates, regardless of any disability. The Trust will also make reasonable adaptations to retain staff who develop a disability.

## Admissions

The Governing Body has determined to make each school as accessible as reasonably practical and to make plans for increasing access and opportunity for students with disabilities.

## Accessibility Audits

A physical access audit will be carried out every two years in each school by the relevant Premises Manager in conjunction with the relevant SENCo and the results of the audit will be fed into the review of the SEN and Disability Policy.

Issues identified in any Accessibility Audit are amalgamated into a single action plan which will be fed into the School Development Plans for consideration.

The Accessibility Action Plans will be reviewed at least annually by the Local Governing Body to monitor the effectiveness of the implementation of the targets identified.

## School Trips

It is the agreed Trust policy that equality of access to school trips should be applied to all students if at all practicable. If applicable, accommodation will be booked to take account of students with a disability. Similarly, transport should be used which allows easy egress/entry for students with a disability. Where possible a teaching

assistant will accompany students when deemed necessary. The Trust will aim to provide minibuses with easy-access facilities, such as a side step or lift.

### Curricular Issues

Access to the curriculum will take account of students with disabilities. All students are encouraged to take part in music, drama and physical activities. Alternative means are determined, for example in some forms of physical education, to ensure that disabled students gain experience and understanding of the area being covered.

The Trust's statements on differentiation and special educational needs seek to remove barriers to learning and participation. Lessons will be organised to be responsive to student diversity and staff provide lessons in which all students can achieve. There are high expectations for all students.

Classrooms will be organised to maximise access and learning for all disabilities.

Staff (teaching and support) receive training about the law relating to SEN and disabilities. NQTs and teaching assistants receive information on how to implement the Trust's SEN and Disability policy as part of their induction training. Information will also appear in the staff handbook.

### Rights of Appeal

Any complaints regarding accessibility should be addressed by using the Trust's Suggestions and Complaints Procedure.