

DUDLEY ACADEMIES TRUST

Accessibility Plan

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Sponsored by
Dudley College of Technology



Our mission: Working together we will develop inspirational schools which instil ambition and desire in young learners, open their minds, widen their horizons and equip them to succeed in a challenging world.

Contents

Introduction	3
Dudley Academy Trust Plan.....	3
Key Objectives.....	4
Principles	4
Activity.....	4
Action Plan	5

Introduction

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."

The [SEN and Disability Act \(2001\)](#) extended the **Disability Discrimination Act** (1995) to cover education.

This duty requires Trust's to produce an **Accessibility Plan** that identifies the action their Academies intend to take over a three year period to increase access for those with a disability in three key areas.

The three areas include:

Increasing the extent to which disabled learners can participate in the curriculum.

- Improving the environment of the Academy to increase the extent to which disabled learners can take advantage of education and associated services.
- Improving the delivery to disabled learners of information which is provided in writing for learners who are not disabled.
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In addition, the Disability Equality Duty (2006) requires all Academy's to:

- Eliminate **discrimination** that is unlawful under the DDA.
- Eliminate **harassment** of those with a disability.
- Promote **positive attitudes** towards disabled persons.
- Encourage **participation** by disabled individuals.
- Take steps to take account of disabilities even if this involves treating disabled persons **more favourably**.
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This duty requires us to;

- Involve those with a disability in producing a Disability Equality Scheme (DES) and Action Plan.
- Publish the DES Action Plan.
- Demonstrate they have taken action identified to achieve outcomes.
Report on progress, review and revise the DES annually

Dudley Academy Trust Plan

Our plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA).

It draws on the guidance set out in "Accessible Schools: Planning to increase access to Schools for disabled learners", issued by DfE in July 2002.

At all times the Trust will also be equally aware of the needs of disabled staff, parents and visitors.

Key Objectives

- To reduce and eliminate barriers to access to the curriculum and to ensure full participation in the academy community for learners and prospective learners with a disability.
- To provide a caring and friendly environment.
- To provide resources to cater for the needs of the individual learners.
- To promote an understanding of disabilities throughout the Academy and an awareness of the needs of learners with a disability.

Principles

Compliance with the DDA is consistent with the Trust's aims, equal opportunities policy, and the operation of the Trust's SEN policy;

The Trust recognises its duty under the DDA not to discriminate against disabled learners in their admissions and exclusions, and provision of education and associated services not to treat disabled learners less favourably to take reasonable steps to avoid putting disabled learners at a substantial disadvantage to publish an Accessibility Plan.

In performing their duties, Trustees, Governors and staff will have regard to the DRC Code of Practice (2002);

- The Trust recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The Trust provides all learners with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual learners and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to learners' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of learners
 - all staff will be able to meet more fully the needs of disabled learners with regards to accessing the curriculum

Activity

A) Education & related activities

The Trust will continue to seek and follow the advice from professional organisations.

Within the curriculum, the Trust aims to provide a full access to all elements. Specifically, in all areas of Information & Communication Technology, the Trust will have consideration in planning facilities for;

- Wheelchair access
- Screen reader software
- Screen magnifier software for the visually impaired

- Features such as sticky keys and filter keys to aid disabled users in using a keyboard
Screen Magnifier Software.

To develop communication skills in learners, enabling them to express thoughts and opinions successfully through speech, writing and sign language as appropriate.

To give advice and support in curriculum subjects as appropriate, to enable disabled learners to participate successfully in lessons within the mainstream Academy.

To ensure that the needs of all disabled learners and staff are represented within the Trust.

To create positive images of disability within the academy so that learners grow into adults who have some understanding of the needs of disabled people.

B) Physical environment

The Trust will take account of the needs of learners and visitors 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

The Trust will make itself aware of local services, for providing information in alternative formats when required or requested etc.

Action Plan

All works required will be prioritised and should be read along with the Asset Management Plan.

Works will be undertaken under the following three headings which will appear in our planning document.

- Education & related activities
- Physical environment
- Provision of information

Linked Policies

- Equal Opportunities policies
- Curriculum Policies
- Health & Safety Policy
- Special Educational Needs Policy
- Behaviour Policy
- Asset Management Plan
- Accessibility Audit
- Emergency Plan including Personal Emergency Evacuation Plans (PEEP) and a General Emergency Evacuation Plan (GEEP)