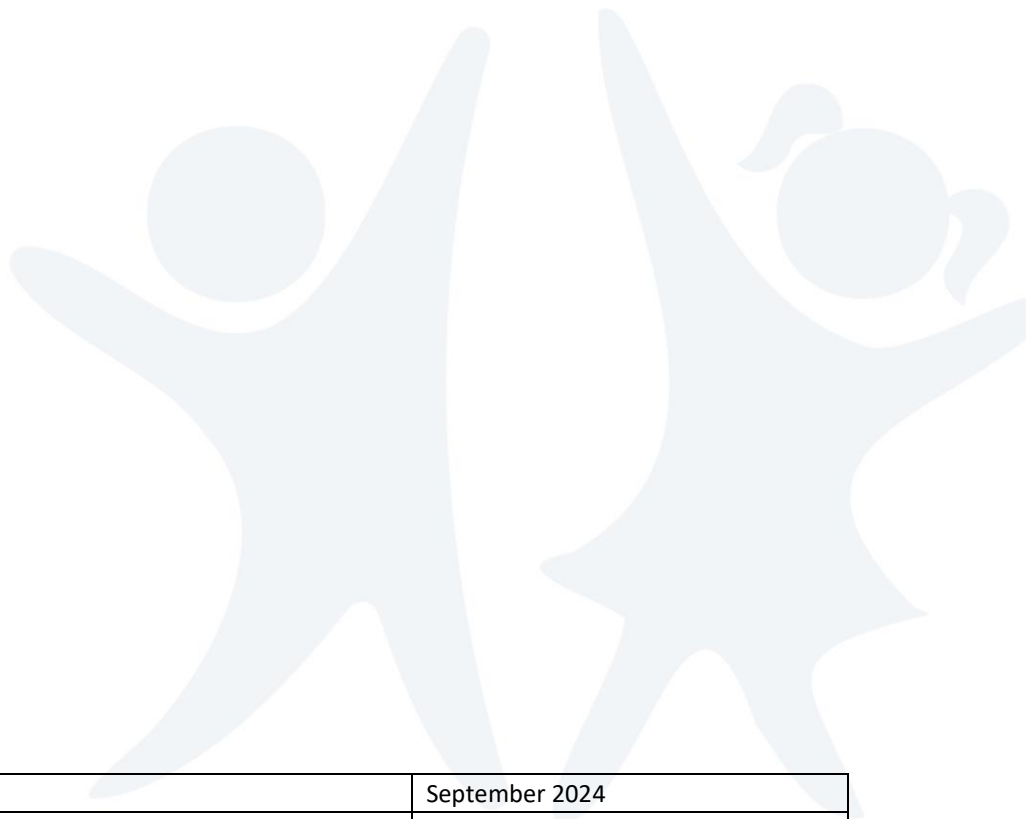


Accessibility Plan



Date approved:	September 2024
Approved by:	Directors/CEO/CEA
Date adopted by the MAT (i.e. effective date):	September 2024
This policy is scheduled for review on:	Every 3 years or on updates

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Policy Statement

This policy outlines Manor Multi Academy Trust's ('we' / 'our' / 'us') expectations of our employees' ('you') in relation to our Accessibility Plan Guidance.

We are committed to equality and value diversity. As such we are committed to fulfilling our Public Sector Equality Duty (Equality Duty) obligations and expect all staff and volunteers to share this commitment.

This policy should also be applied in accordance with our Staff Code of Conduct, Dignity at Work, Safeguarding and Child Protection, Safer Recruitment and Health policies and Procedures. Copies of all policies and procedures can be accessed via the **All MAT Staff** area on Teams.

The Equality Duty requires us to have due regard to the need to:

- Eliminate unlawful discrimination, harassment, and victimisation.
- Advance equality of opportunity.
- Foster good relations between people who share protected characteristics, such as age, gender, race and faith, and people who do not share them.

If you consider that any of our practices, policies or procedures may be indirectly discriminatory, you should report your concerns and the basis for them to your line manager, who will take appropriate action and ensure that you receive a written response in respect of the concerns that you have raised.

This policy does not form part of your contract of employment. We reserve the right to amend or withdraw this policy at any time.

We are responsible for ensuring the effective implementation of this policy. As part of equality monitoring we will review and monitor the operation and impact of the policy on a regular basis and in accordance with the policy review date, As part of this monitoring and review this policy will be equality impact assessed.

Scope

This policy applies to employees, workers, agency workers, consultants, casual workers, contractors and volunteers, whether during working hours or otherwise, parents and carers of disabled pupils and pupils who may struggle to access school and our curriculum.

Aims

East Park Academy aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled students

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 Trusts 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 students can participate in the curriculum.
- Improving the environment of the Academy to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

In addition, the Disability Equality Duty (2010) requires all Academies 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.

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

Manor Academy Trust Plan Guidance

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 students", 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 students and prospective students with a disability.
- To provide a caring and friendly environment.
- To provide resources to cater for the needs of the individual students.
- To promote an understanding of disabilities throughout the Academy and an awareness of the needs of students 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 students in their admissions and exclusions, and provision of education and associated services not to treat disabled students less favourably to take reasonable steps to avoid putting disabled students 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 (2005);

- 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 students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
 - o setting suitable learning challenges
 - o responding to students' diverse learning needs
 - o overcoming potential barriers to learning and assessment for individuals and groups of students
 - o all staff will be able to meet more fully the needs of disabled students with regards to accessing the curriculum.

Monitoring & Review

This policy will be reviewed every three years unless there are changes made within the Trust.

