



Accessibility Policy

Policies approved by the Board of Trustees

Signed: 

Name: Barry Wratten

Date: 1st September 2020

Chair of Board of Trustees

Authorised for Issue

Signed: 

Name: Neville Coles

Date: 1st September 2020

Chief Executive Officer

History of Policy Changes

Date	Version	Change	Origin of Change e.g. TU request, change in legislation	Changed by
Sept 2017	1		Creation of policy.	
Sept 2018	2	Added Headteacher as well as Principals. Changed Trust to TPLT.	Review of policy.	Gail Webb
May 2019	3	Added policies that it should be read in conjunction with.	Review of policy	Faith Jarrett
June 2020	4	Changes to footer & Chief Executive Officer role	Review of policy	Gail Webb

This policy applies to The Priory Learning Trust and all its academies.

Date policy adopted	September 2020
Review cycle	Annual
Review date	May 2021

Contents

1. Aims
2. Policy Review

1. Aims

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The Priory Learning Trust (TPLT) recognises and welcomes its general responsibilities which are placed upon them:

- to not treat disabled pupils, parents or carers less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan and make reasonable adjustments to the school buildings
- to promote positive attitudes towards disabled persons
- to take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

The Equality Act 2010 reinforces these duties.

This Accessibility Plan sets out the TPLT's duty to increase access to education for disabled students in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled students can participate in the school curriculum
- improving the physical environment of the school to increase the extent to which disabled students can take advantage of education, benefits, facilities or services provided or offered by the school
- improving the delivery to disabled students of information which is readily accessible to pupils who are not disabled.

In addition, the Disability Equality Duty (2006) requires all schools 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.

The Children and Families Act 2014 and new SEND Code of Practice 2015 place further duties on schools so that, in addition to ensuring access to a broad and balanced curriculum for all, schools must raise the aspirations of children and young people with SEN and Disabilities through an increased focus on life outcomes, including employment and greater independence.

The production of a accessibility plan will promote equality of opportunity for disabled people and TPLT recognises the crucial importance of involving disabled people fully in the development of our disability scheme.

Academies are required to resource, implement and review their accessibility plan as necessary and it will be monitored and evaluated by the Academy Council.

TPLT's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour and disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without disability.

This policy should be read in conjunction with the Equal Opportunities Policy and Equalities Policy.

2. Policy Review

The working of this policy will be reviewed by the appropriate committee annually. As well as examining the specific review data, the policy statement will be checked for continuing relevance against any changed statutory requirements.