



# Horizon Academy Trust

Where anything is possible

## **Accessibility Policy**

Approved and signed by the Board of Trustees  
17 July 2018

**Summer Term 2018**

Date of next review: Summer Term 2021

## **I. Introduction**

Horizon Academy Trust takes a very inclusive approach toward the provision of its learning experiences for students across its schools/academies.

The Disability Discrimination Act 1995 (DDA) as amended by the Special Educational Needs and Disability Act 2001 places a duty on the responsible bodies of all schools to plan to increase the accessibility of their individual schools for disabled students and prospective disabled students.

The definition of a disability under the Equality Act 2010 is if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

This statement is a reflection of not only a commitment to provide quality learning experiences for all, but also that there is an equality of enjoyment and access as far as possible. Horizon Academy Trust has a responsibility to ensure that its schools/academies provide a curriculum that meets the specific needs of individuals and groups of students and the application of this will be the responsibility of the Local Governing Body (LGB) at each Academy.

Each LGB will set suitable learning challenges; they will respond to students' diverse learning needs and will overcome potential barriers to learning, assessment and access for individuals and groups of students.

Horizon Academy Trust and the Local Governing Body (LGB) of each school/academy also aims to improve accessibility for disabled parents, staff and visitors to the school/academy.

## **2. Aims**

Horizon Academy Trust and each LGB will seek to ensure that the following aims lie at the heart of our practice:

- not to treat disabled students/staff/parents and visitors less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.
  - to ensure all students/staff/parents and visitors will have care, courtesy and commitment within their school community
  - that each school/academy has a curriculum that meets individual student needs

## **3. Scope**

This policy covers all of the schools/academies within Horizon Academy Trust. It covers aspects of:

- The physical environment
- Virtual environment/assistive technology
- The curriculum
- Pupil/Student support and guidance

## **4. Values, Principles and Standards**

The vision of Horizon Academy Trust is to raise the achievement and life chances of all our pupils/students, irrespective of any disability, and to serve the community each school/academy by providing access to a range of activities and opportunities. We aim to use our resources and expertise to encourage all students to develop confidence, understanding and skills in these areas.

This policy statement represents the response of the Horizon Academy Trust and their LGB's to its duties to promote equality for disabled people.

We are committed to the involvement of disabled people in the continued development of this statement and any actions that result.

## **5. Objectives**

Each school/academy will endeavour, within the resources available, to:-

- a. increase the extent to which disabled pupils/students can participate in the school/academy's curriculum.
- b. improve the physical environment of the school/academy for the purpose of increasing the extent to which disabled pupils/students/ are able to take advantage of the education and associated services provided or offered at the school/academy
- c. make written information accessible in a range of different ways for disabled pupils/students,/ parents where it is provided in writing for pupils/students who are not disabled.
- d. allocate adequate resources to maximise the implementation of any plan to ensure that reasonable adjustments are in place so that disabled pupils/students/parents/staff are not placed at a substantial disadvantage within the school/academy community.

## **6. Communication**

Each LGB will have an action plan as to how they will respond to this policy. They will take steps to secure this involvement:

- a. Local organisations of disabled people;
- b. Disabled members of staff;
- c. Disabled parents/carers and visitors
- d. Parents of disabled children attending the school;
- e. Union representatives ;
- f. Disabled children at the school/academy.

## **7. Responsibilities and accountabilities**

This Horizon Academy Trust overarching policy statement establishes the aims and scope of the policy to be implemented. The implementation is the responsibility of each LGB and should result in a clear action plan that will:

- a. During the period that this statement remains in force (3 years) review all policies and practices on a rolling programme in respect of their effect on promoting disability equality;
- b. Collect and analyse relevant statistical information;
- c. Collect qualitative information on the confidence and enjoyment of disabled people;
- d. Review advertising with a view to making it more encouraging to disabled people;
- e. Examine information for parents and transfer induction for children with a view to making it more encouraging for children;
- f. Introduce an equality impact assessment on new developments

## **8. Monitoring and Review**

Each LGB will make available to the Board of Trustees a copy of their Accessibility Plan for review in each Autumn Term. The Plan should provide information on how the academy has performed in meeting its implementation timescales where improvements have been identified.

The Board of Trustees will review this policy every three years and monitor any changes within that period.