



MOWBRAY

Education Trust

Title: Accessibility Plan & Disability Equality Scheme

Prepared by: Operations Director

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Introduction

The Mowbray Education Trust (Trust) endorses the Accessibility Strategy published by Leicestershire County Council, a copy of which is available from the Trust Office, or via the Trust's website.

The Trust embraces the requirements of the Disability Discrimination Act and the requirement to implement a Disability Equality Scheme. The Trust does all that is reasonably practicable to meet the needs of disabled students, staff or visitors.

In addition to its duties under SEN legislation, The Mowbray Education Trust believes it has three key duties towards disabled pupils under part 4 of the DDA:

- Not to treat disabled students 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 publish and implement an accessibility plan and disability equality scheme to increase access to this Trust for disabled pupils.

This scheme sets out the proposals of The Mowbray Education Trust to increase access to education for disabled pupils. The scheme covers the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment of the Trust to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The purpose and direction of the scheme

The Mowbray Education Trust is committed to equality of opportunity and to ensuring full access to education for all pupils. No pupil's standard of attainment or achievement should be compromised as a result of disability. The Trust aims to make the education it provides accessible to those with disabilities by:

- progressively increasing accessibility to the curriculum working to increase the physical accessibility of its buildings;
- promoting the accessibility of information provided to all members of its community, including students, staff, parents and directors ensuring that all children and young people are treated with dignity and respect; recognising and valuing their differences
- ensuring that policies and practice are modified to reflect the requirements of the Code of Practice for Special Educational Needs and Disability.

Information from pupil data and Trust audits

Information with regard to a breakdown of the individual needs of students, within each school, can be ascertained from the school Census which is carried out termly.

The individual school leadership teams work closely with the relevant advisory bodies in order to provide the most appropriate support to students with disabilities. Multi agency meetings are held to share knowledge and information.

This process invariably involves working closely with the student and the student's family and discussions are held with them to ensure that all concerned with the student have an input into their provision. Every effort is made to integrate disabled persons into the mainstream activities of the Trust. The school leadership teams continually monitor the effectiveness of strategies put in place to accommodate persons with disabilities and instigates appropriate action to ensure appropriate physical accommodations are made and that, where necessary procedural and timetabling changes are made.

Pre admission meetings are held to allow information on provision to be shared prior to the student joining the Trust. The student and their parents, and any teaching assistant currently supporting the student are all involved as are all involved professionals. The best ways for support to be implemented in the Trust are discussed. Referrals to the appropriate agency are made from the Trust to ensure that correct assistance is given to the student.

Students with a physical disability are risk assessed to ensure their safety within the Trust environment. Assessment procedures are put in place to allow as full participation in Trust life as is possible. All activities within the Trust are open and available to all students regardless of ability.

Facilities are available to enable all students access to written text, examination papers etc. ICT is available for students to use if writing is an issue.

Information on the special needs of students is disseminated to all staff either in hard copy, by e-mail or in person by the relevant SENDCO

Where practical, prescribed medical procedures necessary to ensure equality of access for the student are carried out in The Trust by appropriately trained personnel.

Improvements to the physical environment

Trust academies have disabled toilets on the ground floors, as a minimum

All students have access to classrooms on the ground floor - Academies within the Trust with classrooms above ground level will implement specific programmes to ensure all students are able, as far as is possible, to access all areas of learning.

The requirements of the DDA are taken into consideration when planning any changes to the premises and the Trust includes minor improvements such as the installation of handrails and visibility strips along the edges of steps in its premises development planning each year.

The Trust makes use of appropriate external advice to guide its planning and preparedness to support students to the best of its ability.

Improving the provision to disabled pupils of Information that is provided in writing to pupils who are not disabled

A key issue in ensuring accessibility of information for disabled pupils is that any information available should take account of their disabilities and any preferences expressed by them or their parents.

The Mowbray Education Trust acknowledges the importance of accessibility and is aware of the following:

- How to access services provided by the authority including the Services Directory for Disabled Children.
- Guidance and professional development on how information in different forms can be provided for disabled pupils from the Dyslexia Outreach Service, the Sensory Impaired Service, the Ethnic Minority Achievement Support Service.
- The need to continue to keep under review the accessibility of all documents that it produces.
- The need to take account of pupils and parents preferred formats to receive information, including:
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 - Handouts
 - Timetables
 - Textbooks
 - Parents' newsletters and annual reports and
 - Other relevant information that is normally provided.

The management coordination and implementation of the Scheme

The Accessibility Plan and Disability Equality Scheme is linked to the each academy's Special Educational Needs Policy. It will therefore, be managed and coordinated by the Academy Executive Team with oversight from the Trust Executive team

This Accessibility Plan and Disability Equality Scheme will be readily available to anyone who requests it and it will be widely publicised and distributed.