



## Trinity Academy Halifax

<b>Policy:</b>	MAT Accessibility Statement with local Academy Accessibility Plan
<b>Date of review:</b>	May 2024
<b>Date of next review:</b>	May 2027
<b>Lead professionals:</b>	MAT H&S Manager with Academy RO and SENDCo
<b>Status:</b>	Statutory

## 1. Introduction

- 1.1. The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.
- 1.2. The previous Disability Discrimination Act (DDA) 1995 was amended in 2001 to include education. It specified that academies must not treat children less favourably for reason(s) associated with their disability and must take reasonable steps to avoid putting them at a disadvantage.
- 1.3. All schools and academies are required to carry out accessibility planning for disabled students and have an Accessibility Plan. Our Accessibility Plan is aimed at:
  - Increasing the extent to which disabled students can participate in the curriculum.
  - Improving the physical environment of the academy to enable disabled students to take better advantage of education, benefits, facilities and services provided.
  - Improving the availability of accessible information to disabled students.
- 1.4. and revised, as necessary. Within this document is our action plan and details on how we will address the priorities identified.
- 1.5. Information about the Accessibility Plan must be published in the annual report to parents. D policy and reporting, however this plan aims to go beyond SEND and increase inclusion in our academy.

## 2. Links with other policies and legislation

- 2.1. This plan links to our responsibilities under the Equality Act 2010. The trust has in place an

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*THIS AREA OF THE DOCUMENT PROVIDES A TEMPLATE FOR THE ACADEMY ACCESSIBILITY PLAN. THIS SHOULD REFLECT THE NEEDS OF STUDENTS IN THE ACADEMY. THIS PLAN SHOULD BE PUBLISHED ON THE ACADEMY WEBSITE.*

<b>Name of academy/college:</b>	Trinity Academy Halifax
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**Priority 1: Increasing the extent to which disabled students can participate in the curriculum**

<b>Timescale</b>	<b>Targets</b>	<b>Plan</b>	<b>Aim/Outcome</b>
End of each academic year in preparation for new academic year.  As necessary if children join academy or become ill mid-year.	Raised awareness of the curriculum needs of students with disabilities.	SENDCo and/or previous class teacher to liaise with staff of new class to ensure they are aware of needs.  Liaise with outside agencies to provide advice/training if necessary.	All staff have an overview of the needs of these students.  Increased access to the curriculum for these students.

Ongoing

Clarification of the support role of academy staff when working with students with Speech and Language difficulties

Work with SALT service to give guidance to the academy staff in supporting individual children.

Appropriate support for students with speech and language

**Priority 2: Improving the physical environment of the academy to enable disabled students to take better advantage of education, benefits, facilities and services provided.**

<b>Timescale</b>	<b>Targets</b>	<b>Plan</b>	<b>Aim/Outcome</b>
Annually	To review annually all areas of the academy in order to ensure there are no physical barriers to access for current and prospective students with disabilities.	Make any necessary low key adjustments as children with disabilities progress through the academy to maximize physical access, improve acoustics and maximize visual clues e.g. Fit ramps and handrails. Make sure pathways around the academy are safe and well signed.	Access to all areas of the academy for all students. Increased student autonomy.
Ongoing	Academy plans to take into account the needs of students and visitors with physical difficulties and sensory impairments, when planning and undertaking future improvements and refurbishments of the site and premises, in order to improve access over successive financial years.	<p>Make arrangements for parking near the academy gate/in car park.</p> <p>Emergency and evacuation systems to inform all students e.g. flashing lights. Use of tactile signs. Signs in Braille.</p> <p>When redecorating, choose colour schemes with appropriate contrast and harmony for students with visual impairment, autism or epilepsy.</p> <p>Furniture and equipment selected, adjusted and located</p>	