



## 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)

Leaders review the admissions policy so that reasonable adjustments may be made for disabled students seeking admission to the academy.

Leaders ensure that training for both teaching and non-teaching staff is implemented and evaluated so that they are aware of, and able to meet, the needs of disabled students.

Leaders monitor and evaluate a range of student data to ensure that the needs of disabled students are met and, in many cases, exceeded through implementing additional support and intervention strategies to reduce or remove any barriers to learning.

## **5. Increasing the extent to which disabled students can participate in our curriculum**

5.1. Governors and Principals (with their senior leadership team) should identify actions in the Accessibility Plan to enhance teaching and learning opportunities for all those in the academy community with disabilities.

5.2. This section gives examples of what this may include:

Consideration of increasing participation in academy activities such as after-school G(A)4(cc

Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes, lighting, heating etc.

Changes outside of the building e.g. provision of disabled parking and/or specific provision for pick up/drop off for disabled children

Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.

Increased access to and maintenance of, auxiliary aids, ICT equipment such as computer hardware/software

Improvement to the acoustic environment that might include installation of sound fields/hearing loop systems

Improvements of storage implications for wheelchairs and other mobility devices

Application and progress on capital funding for major access works. This could cover applications for provision of suitable floor coverings, furniture and layout of the playgrounds.

## **7. Improving access to information for disabled students (and other members of our community)**

7.1. Governors and Principals (with their senior leadership team) should consider how information can be made available to those with disabilities. This may be achieved by:

Informing readers that material used by the academy is available in a selection of formats e.g. Braille, Makaton, audio tapes recording and identifying how they can access this provision, if requested

Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at meetings etc.

Identifying how they have considered the readability of information including that provided by websites, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities

Identifying how textbooks and other student information are selected and provided to meet a diversity of student need

Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for students/parents who have difficulties in accessing information.

## **8. Improving access to information for disabled students (and other members of our community)**

8.1. Governors and Principals (with their senior leadership team) will be required to comment in their annual report to parents on the accessibility plan and identify any revisions as necessary. This may include:

Success in meeting identified targets, including student achievement and attainment for

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			

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 difficulties. <del>Increased</del> Open access to the curriculum for these students.
Ongoing	All students have access to a broad and balanced curriculum	All	

**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		