

Accessibility Plan – Equalities Act 2010

SAF's aim is have the student at the centre of its work to ensure that they all achieve well and make progress. This completely accords with the legal obligations under the Equality Act which are summarised below.

The purpose of this report is to show that the Governing Body has considered its obligations on accessibility and identified steps that can be taken to improve current arrangements. The committee is asked to approve the measures for each site at the conclusion of this report. It will over time need to consider what resources it has to allocate to address these matters.

Under the Act schools must carry out accessibility planning for disabled pupils. Disability means a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities. Schools must implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improving the availability of accessible information to disabled pupils (including parents and carers)

Schools are required to have regard to the need to provide adequate resources for implementing plans and must regularly review them.

An accessibility plan, either as a free standing document or included within something else, is a compulsory requirement for academies.

The Act also puts schools under a duty to make reasonable adjustments for disabled people as follows:

- Where something the school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to try and avoid that disadvantage
- Schools are expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non- disabled pupils

Considerable work has been done at all the sites to improve accessibility in its broadest sense. So this includes not only ramps and physical adaptations but the colour schemes chosen and audio aids. Where there are physical constraints, such as teaching rooms on the first floor and there is no lift, lessons are timetabled in different areas.

The schools also work with parent communities to maximise the ways in which they can find out about their child's progress and curriculum. This includes texts and email alerts and holding meetings in local villages.

Meeting the needs of disabled staff

The responsibilities under the Equality Act extend to staff as well as pupils and the Federation will continue to be mindful of its obligations in this respect

Legal Status	Statutory
Approved by	SAF Board
Date	December 2016
Next review	December 2019
Further information	Tracy McDonagh Governance & School Relationship Manager
