



North Essex Multi Academy Trust

Accessibility Policy

Last reviewed:	December 2019
Next review due:	December 2021
Ratified Trust Board Finance, Audit, Premises & HR Committee:	10 December 2019
Designated Postholder:	Chief Finance Officer

Statement of intent

This plan outlines the proposals of the Trust Board of North Essex Multi Academy Trust (NEMAT) to increase access to education for students with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which students with disabilities can participate in each school's curriculum;
2. Improving the environment of each school to increase the extent to which students with disabilities can take advantage of education and associated services;
3. Improving information delivery to students with disabilities.

The Trust Board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities;
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers;
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Parents and carers of students
- Employees
- Governors
- External partners
- General public

Next review date: December 2020

Accessing the Curriculum

The Trust Board should undertake an audit of the extent in which students with disabilities can access the curriculum on an equal basis with their peers. Action should then be identified to address specific gaps and improve access.

Issue	What	Who	Success criteria
Staff to have a full awareness of whether the new curriculum is accessible for specific students with disabilities	Audit of curriculum and appropriate training opportunities	Heads of Faculty/ Curriculum Leaders with teachers SENCO	SLT and teaching staff are fully aware of the accessibility gaps to the new curriculum for specific students
School trips to always take into account the individual requirements of specific students with disabilities	Needs of specific students incorporated for individual trips with risk assessments in place	EVC Teachers SENCO	Planning of school trips fully takes into account requirements of specific students
Students with disabilities to fully access lessons at all times	Provide tablets to students with disabilities	Network Managers SENCO	Specific students can access learning activities even more fully

Accessing the Physical Environment

Governing bodies should undertake an audit of the extent in which students with disabilities can access the physical environment on an equal basis with their peers. Action should then be identified to address specific gaps and improve access.

Issue	What	Who	Success criteria
To have full awareness as to whether the school's physical environment is accessible	Audit of physical environment	Site Managers School Business Managers	Each school aware of accessibility gaps to its physical environment and improvements made as necessary
Learning environment of students with visual impairment is fully accessible	Incorporation of appropriate colour schemes	SENCO	Learning environment is accessible to students with visual impairments
To review toilet provision	To ensure there is full access to toilet provision in the building	Site Managers School Business Managers	Access to toilets is improved accordingly

Accessing Information

Governing bodies should undertake an audit of the extent in which students with disabilities can access information on an equal basis with their peers. Action should then be identified to address specific gaps and improve access.

Issue	What	Who	Success criteria
SLT to have a full awareness of whether school information is accessible or not	Audit of information delivery procedures	SENCO	Each school is aware of accessibility gaps to its information delivery procedures
School to know how to make written information accessible	School seeks advice from external advisors/local authority	SENCO	School is aware of local services for converting written information into alternative formats
Written information accessible to any students with visual impairments	Access to braille machine to translate as required	SENCO	Written information is fully accessible to children with visual impairments
School website to be fully accessible to children with disabilities	Audit of information on school website	Media Manager	Website is fully accessible