

Accessibility Plan

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

Planning Duty 1

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. Short, medium and long term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Success criteria	Review
Short term	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	May 2017	SLT and teaching staff are fully aware of the accessibility gaps to the new curriculum for specific students	May 2018
Medium term	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	May 2017	Planning of school trips fully takes into account requirements of specific students	May 2018
Long term	Students with disabilities to fully access lessons at all times	Provide tablets to students with disabilities	Network Managers SENCO	May 2017	Specific students can access learning activities even more fully	May 2018

Planning Duty 2

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. Short, medium and long term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Success criteria	Review
Short term	To have full awareness as to whether the school's physical environment is accessible	Audit of physical environment	Head of Facilities Management Finance & Operations Director	May 2017	Each school aware of accessibility gaps to its physical environment and improvements made as necessary	May 2018
Medium term	Learning environment of students with visual impairment is fully accessible	Incorporation of appropriate colour schemes	SENCO	May 2017	Learning environment is accessible to students with visual impairments	May 2018
Long term	To review toilet provision	To ensure there is full access to toilet provision in the building	Head of Facilities Management Finance & Operations Director	May 2017	Access to toilets is improved accordingly	May 2018

Planning Duty 3

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

	Issue	What	Who	When	Success criteria	Review
Short term	SLT to have a full awareness of whether school information is accessible or not	Audit of information delivery procedures	SENCO	May 2017	Each school is aware of accessibility gaps to its information delivery procedures	May 2018
	School to know how to make written information accessible	School seeks advice from external advisors/local authority	SENCO	May 2017	School is aware of local services for converting written information into alternative formats	May 2018
Medium term	Written information accessible to any students with visual impairments	Access to braille machine to translate as required	SENCO	May 2017	Written information is fully accessible to children with visual impairments	May 2018
Long term	School website to be fully accessible to children with disabilities	Audit of information on school website	Media Manager	May 2017	Website is fully accessible	May 2018