

# Accessibility Policy (CST)

This policy is applicable to all CST Schools Trust (CST) schools and academies.

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## 1. Purpose ¶

This Accessibility Plan is designed to ensure that our school complies with equality and disability legislation and best practice. The school is committed to providing an environment which respects and values all pupils, staff, parents and visitors and endeavours to make special efforts to ensure that all groups prosper and can fully access the school's facilities and services, including those with disabilities and special educational needs. In preparing this plan, the local governing board took account of the school's public sector equality duty set out in the [Equality Act 2010](#) and consulted with staff, parents and pupils.

This Plan is made available on the school's website and is also available in large print or other accessible format if required.

## 2. Duties on the school ¶

- A duty to not discriminate against pupils and adults with a disability for a reason related to their disability
- A duty to make reasonable adjustments to ensure that pupils and adults with a disability are not put at a disadvantage in comparison to pupils who are not disabled (the reasonable adjustment duty).

## 3. Reasonable adjustment duty ¶

The schools are committed to making reasonable adjustments to allow pupils and adults with disabilities to access the educational provision and related services at the school.

*The reasonable adjustment duty does not apply to physical alterations to schools and we are not required to make physical alterations to the fabric of the school in order to meet the needs of pupils with a disability.*

We plan, over time, to increase progressively the accessibility of the schools to pupils with disabilities (the planning duty).

## 4. Planning duty ¶

There are three strands to the planning duty

- Increasing physical access
- Increasing access to the curriculum
- Increasing access to written information

## 5. Increasing physical access ¶

Improving the physical environment of the school for the purpose of increasing the extent to which pupils with disabilities are able to take advantage of education and associated services provided or offered by schools; for example: aids to physical access – ramps, handrails, lifts; or physical aids to access education – ICT equipment, specialist desks and chairs.

## 6. Increasing access to the curriculum ¶

Increasing the extent to which pupils with disabilities can participate in the school's curriculum, for example: staff information and training, classroom organisation, timetabling.

## 7. Increasing access to written information ¶

Improving the delivery to pupils with disabilities of information which is already provided in writing to pupils without disability, such as handouts, timetables, newsletters; for example in Braille, audio tape or large print formats, and the provision of information orally.

## 8. Action Plans ¶

[Please click this link for the action plans relating to the above three areas.](#)

The Schools are committed to delivering the Action Plans within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents.

## 9. Communication with parents ¶

In order to best meet the needs of a pupil with a disability, the schools require full information. Parents are expected to work with the schools and provide full information about any disabilities, special educational need or other relevant information to the academy before and after the pupil has started at the school.

## 10. Complaints ¶

If you wish to make a complaint regarding any aspect of this Plan, please refer to the school's Concerns and Complaints Policy.

## 11. Review ¶

During the period to which this plan relates, the school will keep the plan under review and will make revisions and updates as necessary.

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Reviewed by: Carla Wray

Provision Committee Review Date: Friday 01st September 2017

Governing Body Review Date: Thursday 28th September 2017

*Originally created on Tuesday 08th November 2016*