

NMAT ACCESSIBILITY POLICY (Statutory)



Preamble

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Key Objective

To reduce and eliminate barriers to access the curriculum and to full participation in the NMAT Academies community for students, and prospective students, with a disability.

Principles

1. Compliance with the Equality Act is consistent with the Trust's aims and equal opportunities policy, and the operation of the Academy's SEN policy;
2. The Trust recognises its duty under the Equality Act:
 - a. Not to discriminate against disabled students in their admissions and exclusions, and provision of education and associated services,
 - b. Not to treat disabled students less favourably,
 - c. To take reasonable steps to avoid putting disabled students at a substantial disadvantage,
 - d. To publish an Accessibility Plan.
3. In performing their duties, the Trustees, Governors and staff will have regard to the Equality and Human Rights Commission Equality Act guidance (2011);
4. The Trust recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the Parents' and child's right to confidentiality;
5. The Trust provides all students with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual students and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:
 - a. setting suitable learning challenges
 - b. responding to students diverse learning needs
 - c. overcoming potential barriers to learning and assessment for individuals and groups of students.

This policy will be kept under regular review in light of legal developments and best practice.

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Activity

This section outlines the main activities which the Trust and its Academies undertake, and is planning to undertake, to achieve the Key Objective.

A. Education & related activities

Our aim is that students with disabilities should, as far as possible, have access to a full and broad curriculum similar to that followed by their peers. Students, regardless of disability, should have access to the full National Curriculum, differentiated to take account of access and learning needs. Access to the curriculum is a key issue for consideration at the stage of admission to the academy, transition within the academy or when a disability develops. Advice and support, where appropriate, will be sought from the appropriate external agencies and can be provided in a variety of formats.

B. Physical environment

The Trust and its Academies will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

In constructing the academy's timetable, the Trust will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning where possible. The academy will assess a student's need for support and exam access arrangements. This will include both internal assessment procedures and external assessment and approval. Equal access to the curriculum is provided by quality first teaching in the classroom.

C. Provision of information

The Trust and its Academies will make itself aware of local and national services for providing information in alternative formats when required or requested.

Linked Policies

This Plan will contribute to the review and revision of related Academy policies, e.g.

1. All Academy Development Plans
2. SEN Policy
3. Equality Duty Statement
4. Equality Policy
5. Curriculum policies
6. All campus Development Plans