



Accessibility Policy

Approved by:	Board of Trustees	Date: March 2023
Last reviewed on:	March 2021	
Next review due by:	March 2026 This policy will be reviewed every 3 years and may be reviewed and updated more frequently if required. Academy based accessibility action plans will be reviewed on a bi-annual basis.	
Monitoring & Review	Director for Inclusion, Education Directors, Local Governing Bodies, Board of Trustees	
Links	<ul style="list-style-type: none"> • Health and safety policy • Equality and diversity policy • Medical needs policy • Special educational needs and disability (SEND) information report and Policy 	
Staff responsible	Principals, Local Governing Bodies, Board of Trustees	

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Summit Learning Trust

Principles & Values

“Scaling new heights, for our children, young people and communities.”

At Summit Learning Trust our mission is to deliver exceptional education to children and young people in the West Midlands, enabling them all to have successful, happy lives and make a positive impact on their communities. We do this by:

- Providing all our children and young people with the highest levels of expectation, educational provision, and care.
- Achieving the highest levels of academic progress for all our learners.
- Nurturing our children and young people in academies where safety and wellbeing are of paramount importance.
- Providing a rich educational experience for all our learners.
- Adopting a consistently high level of inclusivity and equity for all learners, colleagues, and stakeholders across our trust.
- Contributing positively to the communities which our academies serve.
- Valuing all our people and developing them as professionals and lifelong learners.
- Working intelligently to maximise the effective and efficient use of our resources.
- Working ethically and with integrity, civility, and respect.

Our Values		
Success through Endeavour	Ambition through Challenge	Strength though Diversity
We work hard and develop resilience to ensure that we can collectively and positively overcome any barriers that we face.	We are relentlessly ambitious for all our learners and colleagues and challenge them to do their best, every lesson, every day.	We are truly inclusive, embrace each other's differences and backgrounds and respect each other's views and beliefs

1. Aims

At Summit Learning Trust we are committed to equality in both employment and educational provision. We aim to ensure that learners, parents/carers, governors, employees, contractors, partners, clients, and those who may potentially join the Trust community, are treated fairly, and with dignity and respect. We aim to maximize inclusion and the feeling of inclusion.

2. Legislation and guidance

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 an individual has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.
- Under the Special Educational Needs and Disability (SEND) Code of Practice 2014, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition also includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as chronic asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.
- Schools are required to make 'reasonable adjustments' for learners with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled learner faces in comparison with non-disabled learners. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Summit Learning Trust recognises that it is also unlawful to discriminate by association or perception, e.g., treating someone unfairly based on protected characteristics.

This policy recognises the four types of unlawful behavior:

- Direct discrimination
- Indirect discrimination
- Harassment
- Victimisation

Our colleagues, Board of Trustees and governors who agree and deliver our educational provision will recognise diversity and demonstrate a proactive approach in their day-to-day work. They will ensure that everyone is treated fairly, supporting learners with special educational needs, and understanding differences.

Our CEO, supported by our Board of Trustees, leads the vision and values of Anti-Discrimination and the promotion of Diversity, Equality, and Inclusion (ADDEI) across our Trust.

Our Education Directors and the Director of the Professional Learning Institute are responsible for ensuring that all academy leaders prioritise ADDEI work in their academies, and for providing high quality training and information for all staff.

Principals are responsible for delivering a curriculum informed by ADDEI and for educating all learners in ADDEI values.

Our Executive Directors are responsible for ensuring that their teams take part in all relevant training and promoting the ADDEI values in all their work.

3. Policy Statement

To fulfil our aims, at Summit Learning Trust we ensure that **reasonable adjustments** are made to; improve curriculum access, expand the range and availability of accessible information, and increase the accessibility of our physical learning environments so that we can achieve full participation in the academy's community for both current and prospective learners, and our stakeholders.

Compliance with the DDA is consistent with the Trust's aims and equal opportunities policy, and the operation of the Trust's SEN/D policy. Our academies recognise their duties under the DDA (as amended by the SENDA):

- not to discriminate against disabled learners in their admissions and exclusions, and provision of education and associated services
- not to treat disabled learners less favorably
- to take reasonable steps to avoid putting disabled learners at a substantial disadvantage
- to publish an Accessibility Action Plan.

At Summit Learning Trust we also value the knowledge learners, and their parents/carers have of their disability / accessibility requirements and respect their right to confidentiality.

Person centred tools and approaches are widely used to support learners and their parents/carers in identifying what's important to them now and in the future. This structure captures the details of provision and reasonable adjustments required for specific activities and experiences. The DfE's Preparing for Adulthood Outcomes; employment, independent living, community inclusion and health are also adopted by our academies and help to inform personal development targets which focus on the child/young person's interests and aspirations.

Our academies are fully committed to providing all learners with a broad, balanced, and ambitious curriculum. Some learners may require aspects of the curriculum to be scaffolded and adjusted to meet their individual short/long term needs. Our curriculum offer endorses the continued development of a more inclusive and inspiring curriculum via:

- high quality teaching, learning and provision
- setting purposeful and ambitious learning challenges and enrichment opportunities
- high quality resources and conducive learning environments
- responding to learners diverse cognitive, social, emotional, and physical needs
- overcoming potential barriers to learning, participation and assessment for individuals and groups of learners.

Activity

Summit Learning Trust has identified the following points for action as part of its ongoing improvement, to achieve the above aims over time:

a) Delivery of the curriculum

Practitioners receive ongoing training in making their curriculum; ambitious, engaging, relevant and accessible to all learners, and are aware of its fundamental importance. Increasing access to the curriculum also includes the opportunity for all learners to participate in after school/college clubs, leisure and cultural activities, visits, and trips. Each academy will continue to seek and follow the advice from relevant organisations and local authority services, such as specialist teacher advisers, appropriate health, and social care professionals and from one another to further enhance their educational provision and specialist approaches.

b) Physical environment

Individual academies carefully consider, plan for, and review the needs of their current and prospective learners and stakeholders. This includes learners with physical difficulties, sensory impairments and who are neurodiverse. This is done when undertaking and planning for future improvements and refurbishments of their site, premises, and facilities. This includes the completion of an annual accessibility audit which focuses on a wide range of environmental features including approach routes, entrances/exits, internal routes, lighting, acoustics, colour schemes, accessible facilities, fixtures, and fittings. A three-year action plan is bi-annually reviewed in support of the findings, recommendations and action taken.

c) Provision of information in other formats

Annually our academies audit the extensive range of methods in which they share information with all stakeholders. Expertise is shared across the Summit Learning Trust academies to both enhance approaches and/or support individual requests where communication methods may be specialist or personalised to an individual. Academies are aware of local services, including those provided by the local authority, for providing information in alternative formats when required or requested. Relevant training and resourcing are also sought to ensure that a range of appropriate communication methods are used when presenting information to learners and stakeholders in their preferred format. Every endeavor is taken to achieve this within a reasonable time frame.

Linked Policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality and diversity policy
- Medical needs policy
- Special educational needs (SEN) information report and Policy

The policy will be made available on the Summit Learning Trust website, and paper copies are available upon request.

Each academy supports any available partnerships to develop and implement this policy and accompanying action plans.

Our Trust complaints procedures cover the accessibility plan. If you have any concerns relating to accessibility in one of our academies, this procedure sets out the process for raising these concerns.

4. Monitoring arrangements

This document will be reviewed every 3 years and may be revised more frequently if required. Individual academy Accessibility Action Plans will be regularly updated in line with any improvements that are planned for / required to increase access to the curriculum, physical environment and / or delivery of information.

*Please note that should any further national guidance be issued by external agencies that are relevant to this policy, it will be updated accordingly prior to the review date shown above and referred to at the next Local Governing Body meeting.