Triumph Trust
Our core purpose is putting learners first

Accessibility Plan

Approved by:	Triumph Trust Board	Date: September 2022
Next review due by:	September 2025	

Contents
1. Aims
2. Legislation and guidance
3. Action plan
4. Monitoring arrangements
5. Links with other policies
Appendix 1: Accessibility audit

1. Aims
Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:
- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our Trust aims to treat all its pupils fairly, equally and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. This plan will be made available online on the Triumph Trust and individual schools websites, with paper copies available upon request. Triumph Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Triumph Trust supports any available partnerships to develop and implement the plan. Triumph Trust's complaints procedure covers the accessibility plan. If parents of staff members have any concerns relating to accessibility in schools within Triumph Trust, this procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan: pupils, parents, staff and governors linked to our schools.

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 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.

4. Monitoring arrangements
This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the board of Directors and shared with each governing board.

5. Links with other policies
This accessibility plan is linked to the following policies and documents:
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Action plan (This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010).

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	completed by	Success criteria
Increase access to the curriculum for pupils with a disability	*Offer an adapted curriculum where appropriate to enable all pupils to receive a broad, balanced curriculum. We use resources tailored to the needs of pupils who require support to access the curriculum.* *Curriculum resources promote and celebrate the diversity which exists within our classrooms and our schools' community.* *Curriculum progress is tracked for all pupils, including those with a disability.* *Targets are set and are appropriate for pupils with additional needs.* *The curriculum is reviewed to ensure it meets the needs of all pupils.* *All children have equal access to our curriculum enhancements including visits out of school, our 11B411 and extra curricular activities.*	To ensure that all staff have understanding of the SEND Code of Practice 2014 To ensure all staff are trained to support pupils with additional needs including those with specific medical needs, physical needs, ASC, ADHD, Dyslexia and Dyspraxia.	Training provided by the SENCo in INSET and through regular staff meetings. SENCO to attend appropriate training network meeting to ensure all updates are disseminated to staff. Induction Training for all new members of staff includes how to adapt teaching and provision to meet the needs of all pupils. Updates and rolling programme of training for all staff. Muliti-media activities to support the curriculum where appropriate. Use of interactive technology (1:1 deployment of ipads) and other equipment to support specific difficulties. Use of specific equipment sourced from occupational therapy. Sensory provision and thrive strategies to enable those children who need support in regulating their behaviour have resources available to enable them to do so.	Inclusion lead Curriculum and Inclusion lead SLT Trust Business Manager Curriculum and Inclusion lead SLT	Sept 22 Sept 22 Termly Annually Termly	Pupils accessing curriculum and making good progress from their starting points. Pupils accessing curriculum and attaining well against national outcomes. Evidence in lessons of multisensory learning to support pupils. All Policies clearly reflect inclusive practice and procedure.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date completed by	Success criteria
Improve and maintain access to the physical environment	*The environment is adapted to the needs of pupils as required. This includes:* • *Lift* • *Corridor width* • *Disabled parking bays* • *Disabled toilets and changing facilities* • *Hygiene suite* • *Library shelves at wheelchair-accessible height* • *ASC friendly signage and displays in classrooms* • *Use of Communicating Print to support access to learning and way around school* • *Wide doorways and entrance waiting area*	Induction of pupils includes questions in the confidential pupil information about child and also parents/carers' access needs so that provision is in place.	Evaluate responses and action support via Intervention team	Intervention Team Trust Business Manager	Ongoing	To ensure that disabled parents/ carers and stakeholders do not feel discriminated against and are encouraged to take part in all school activities and are able to access the school site.
Improve the delivery of information to pupils and parents with a disability or for whom English is an additional language	*Our school uses a range of communication methods to ensure information is accessible. This includes:* • *Internal signage* • *Google translate* • *Large print resources* • *Braille* • *Induction loops* • *Pictorial or symbolic representations* • *EAL resources*	To enable improved access to written information for pupils, parents and visitors Ensuring that all signage in and around schools is accessible to all	Raising awareness of font size and page layouts will support pupils with visual impairments Auditing the school library to ensure the availability of large font and easy read texts will improve access Ensuring that the library has books that celebrate the diversity of our schools and wider communities Using a wide means of communication to support access in different languages and using supportive imagery.	Trust Business Manager Pastoral Support Manager Inclusion Lead	Ongoing	Pupils, parents and visitors can access written information in school. Parent engagement with school at all events is high reflecting the diverse needs of our communities.