



WOODBIDGE
TRUST

Accessibility Policy

(Trust Wide Ethos - Each School and Setting to Have Bespoke Policy)

**Written and Reviewed on Behalf of Woodbridge Trust
Sept 2022**

Overview

Our commitment to meeting our duty under the provisions of the Disability and Equality Act 2010 will underpin all that we do in this Trust. No one will be treated less favourably than others.

All sectors of Woodbridge Trust will work tirelessly to meet the individual needs of all, including those with physical disabilities and learning difficulties, which have a substantial and long-term adverse effect on their ability to carry out typical day-to-day activities. We will anticipate the needs of those with a disability and make reasonable adjustments and best endeavours to ensure that their needs are met to give them access to all aspects of the school life. All members of the school community will be involved and consulted in the process of implementing our statutory duty.

Objectives

1. To ensure that all learners receive their entitlement to a broad, balanced and relevant / personalised curriculum.
2. To ensure that provision for learners with a disability is central to curriculum planning, teaching and learning.
3. To recognise, celebrate and record learners' achievements, progress and successes in order to encourage a positive self-image.
4. To ensure that those with leadership responsibilities and individual staff accept responsibility for planning, organisation and delivery of appropriate educational material for all learners.
5. To ensure that learners and parents are fully involved at every stage in the provision made by each school.
6. To have a phased plan to continually enhance and improve when necessary the physical environment so that all can take advantage of all the services and education provided by each school.
7. To improve the access and delivery of information to those with disadvantage that would typically be provided in writing to other members of the school community.
8. To ensure that within the school budget appropriate funding is provided to underpin any Accessibility Action Plan.

Strategies

1. Monitoring, evaluation and review carried out by Senior Leaders will ensure that procedures and practices within each school give all learners access to the whole curriculum.
2. The Executive Head Teacher, Head of School or Service and Senior Leaders will be responsible for the identification and assessment of the specific educational needs and a procedure will be put into place to ensure effective liaison with appropriate support agencies and outside agencies.
3. The assessment of any disability will be diagnostic in nature and constructive in practice, with appropriate involvement of parents and relevant members of staff.
4. Continued and joint professional development opportunities will be provided for staff, to ensure their skills are continually sharp and fit for purpose.
5. A flexible and often personalised approach will be used when creating and developing any curriculum offer.
6. Active participation of parents in the teaching and learning process will be encouraged.
7. The positive achievements of pupils will be celebrated and recognised.

Outcomes

This policy will play an important part in the educational development of all pupils. It will ensure that pupils with a disability are treated as favourably as others and that each school will make reasonable adjustments / best endeavours to avoid disadvantaging disabled pupils, disabled family members and the wider community. Pupils with disability will be treated as equal and valued members of the school community and society as a whole.