



**LONDON SOUTH EAST ACADEMIES TRUST  
TRUST ACCESSIBILITY STATEMENT**

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# LONDON SOUTH EAST ACADEMIES TRUST

## Trust Accessibility Statement

### 1. Introduction

London South East Academies Trust (LSEAT) is committed to providing equality of provision to all visitors, teachers and students who use our facilities.

Our aim is to provide an inclusive teaching and learning environment where students can realise their full potential regardless of any disability, in line with The Equality Act 2010.

Through our individual academy Accessibility Plans, our Trust is committed:

- not to treat anyone with a disability less favourably for a reason related to their disability;  
to make reasonable adjustments for anyone with a disability, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils;
- to educate and inform regarding disabilities and to promote equality amongst peers;
- to increase the extent to which disabled pupils can participate in the curriculum of our academies;
- to improve the learning environment in order to increase the extent to which pupils and adults with a disability can take advantage of education and associated services.
- to ensure that our academies' Accessibility Plans are resourced, implemented, reviewed and revised within reasonable timeframes.

### 2. The purpose and direction of the Trust

The Trust identifies its focus and dedication to the children, young people and adults of the local community, which includes all those with disabilities. This commitment also includes those who may wish to work within one of our academies, and may have disabilities. Through its ethos, environment and curriculum, the Trust will enable each individual to realise their true potential and encourage them to make positive contributions to society and prepare them for adult life. The learning environment and resources will support social inclusion and provide a safe and secure place where everyone matters. Our Trust includes a number of SEN and AP academies and therefore holds equality of access to learning in the highest regard.

The Trust is committed to providing a culture of inclusion, and ensuring that those with disabilities are able to participate and engage in all learning opportunities.

The Trust is committed to removing barriers for pupils and adults with disabilities and aims to include them in all aspects of development. The Trust is also committed to ensuring that they have a voice within our academies, and are actively engaged in contributing to the identification and development of the provision for pupils and adults with disabilities.

The inclusion statement in the National Curriculum describes the responsibility placed on schools to provide a curriculum that meets the specific needs of individuals and groups of pupils and this effectively links with the Trust's policy and practices in relation to SEN, in order to ensure that every pupil attending our schools is effectively included.

The Trust works with staff in order to ensure that the policies, practices and procedures of the academies consider the needs of anyone with a disability in order to ensure that barriers to learning are removed.

### **3. The Needs of Disabled Students and Adults**

The Trust will continually assess the needs of both students and adults involved in the Trust. In relation to this, where a specific disability is identified, the respective academy will make all efforts to work to provide the resources/ adaptations required, in order to ensure equality of access.

Review of accessibility plans for our academies takes place every three years. Our Trust Accessibility Statement is also reviewed every three years. In our individual academies the following aspects - areas of strength and areas for development – are considered. For example:

#### ***Strengths:***

- Physical environment to support access of pupils and adults with physical disability.
- Adaptation of curriculum areas, including specialist areas, in order to ensure full participation by pupils with physical, mental and learning disabilities.
- Whole school approach to the use of 'signs/ symbols' to reinforce the understanding of verbal language and support those with speech and language / ASD diagnosis.
- Whole school use of an agreed positive, language framework in order to support pupils with SEN and behaviour needs where consistency of approach is key.
- The provision of additional or adapted resources to support individual pupils in accessing the curriculum.
- The acceptance of 'disability' or difference within our academies, by pupils and staff

#### ***Areas for Development:***

- Staff Induction Programme (delivered by the SENCO) to include awareness raising re meeting the needs of disabled pupils and the three key duties towards disabled pupils covered by The Equality Act;
- Adaptations to buildings where required to ensure full access for all regardless of physical barriers.

### **4. Increasing Participation**

Curriculum developments to improve participation for disabled pupils will be a continual objective for the Trust, and will be developed in line with the Trust's work, involving the use of assessing a student's progress in order to establish individual learning programmes for all students. Engagement with prior educational placements, the LA SEN Departments and other services is key in ensuring that a holistic approach and targeted interventions are secured to enable all our pupils to embrace the full educational experience in our schools.

In order to review and address barriers where participation may be negatively effected, our Trust academies will:

- Consider increasing participation in academy activities through enrichment activities and after-school clubs as well as out-of-school visits and residential trips, particularly for those with physical disabilities and behavioural challenges.
- Use pupil risk assessments to improve managing and reducing risk factors.
- Identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities.
- Agree how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation
- Consider how classroom/group organisation has been targeted to ensure that all students achieved increased levels of success and engagement.
- Describe how an action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments
- Raise awareness of how we respond to students and their parents/carers through the application of the SEN Policy (and related Code of Practice)
- Measure whether our application of the SEN policy improved student attainment?
- Consider how liaison, increased communication and relationships with external partners and agencies, has supported and enhanced students' access to the curriculum and how this is monitored and improvements targeted.
- Identify how staff training needs, in order to effectively meet the diverse abilities and disabilities of all students, including prospective students who may require manual handling, signing, personal hygiene support etc., have been identified and supported.
- Identify student peer support mechanisms and the ways that the academies have ensured students have a voice in decisions that affect them
- Take action to ensure that disabled members of the academy community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement.
- Celebrate difference!
- Ensure that action has been undertaken to ensure that parents/carers see themselves as partners in their child's education and are increasingly willing to actively support their child's education.
- Enhance the positive culture and ethos of the academy by undertaking quality marks (eg. Inclusion Mark) or other additional intervention to improve the academy's ability to include those with disabilities.

## **5. Increasing Participation in Wider School Activities**

The Trust is committed to ensuring that disabled pupils are, as far as possible, included in school life which includes wider activities:

In line with this, although all students are able to access wider school activities, additional activities and targeted opportunities are provided, in some cases with additional resources provided, in order to maximise the opportunities for pupils with SEN and disabilities to engage in wider school activities.

## **6. Improving the Accessibility of the Physical Environment**

The Trust has considered accessibility issues across all of the sites within its portfolio, and will continue to consider building requirements in relation to disabled pupils, especially in relation to furniture layout in rooms, and regular disability checks of the building.

## **7. Management, Co-ordination and Implementation**

The Head of School under the guidance of the Executive Head Teacher is responsible for the management and implementation of their respective Accessibility Plan. They will work in conjunction with the Health and Safety Officer, Site Manager and Senior Leadership Team in their Academy Hub in order to co-ordinate resources.

## **8. Accessibility Provisions on site**

London South East Academies Trust is committed to providing equality of provision to all visitors, teachers and students who use our facilities. On going review with the support of our Trust Health and Safety Manager take place regularly and the Trust seeks to make adaptations to buildings, outdoor areas and access points to ensure that our academies are accessible to all. Not all of our buildings are fully compliant but this is identified and addressed through the individual plans held by each school which are reviewed annually by the Local Governing Body in the context of funding availability within the schools' budgets and access to external DFE bids.