

# **Poole SCITT Accessibility Plan September 2021- July 2024**



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### **Who is responsible for reading and implementing this Policy?**

Poole SCITT Management Board  
 Poole SCITT Professional Coordinator  
 Poole SCITT Administration Manager

### **Associated TEACH and SCITT Policies and risk assessments**

TEACH Trust Accessibility Plan  
 Poole SCITT Admissions Policy  
 Poole SCITT Fitness to Teach and Inclusion  
 TEACH and Poole SCITT Classroom risk assessments

## **1. Rationale**

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The legislation states that you cannot unlawfully discriminate against anyone because of sex, race, disability, religion or belief and sexual orientation. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. TEACH (as the legal entity) has their own Accessibility Plan for the MAT. Poole SCITT have their own Accessibility plan, although some aspects of the plan will come under the jurisdiction of TEACH Poole as they provide the building and are responsible for its maintenance, repairs and improvements.

The SCITT Accessibility Plan will be reviewed every three years or sooner if required (e.g. change in legislation) and is approved by the SCITT Management Board.

## **2. Vision**

The Accessibility Plan is structured to complement and support the TEACH Trusts Equal Opportunity Policy

Poole SCITT is committed to providing an environment that enables full ITT course access that values and includes all SCITT trainees, staff and prospective trainees regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to equality of opportunity and to developing a culture of inclusion, support and awareness within the SCITT.

The Poole SCITT Accessibility Plan shows how access has been improved for disabled SCITT trainees, staff and prospective trainees to SCITT and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains actions to:-

- Increase access to the ITT course for SCITT trainees with a disability, expanding the ITT course as necessary to ensure that SCITT trainees with a disability are as equally prepared for teaching as are the non-disabled SCITT trainees; this covers teaching and learning and it also covers the provision of specialist or auxiliary aids and equipment, which may assist disabled SCITT trainees in accessing the ITT course within a reasonable timeframe;
- Improve and maintain access to the physical environment of SCITT premises, adding specialist facilities as necessary (with the consent and assistance of TEACH) – this covers improvements to the physical environment of the SCITT and physical

aids to access education within a reasonable timeframe (this area will mostly be covered by TEACH);

- Improve the access to information and the delivery of written information to SCITT trainees, staff and prospective trainees with disabilities; examples might include hand-outs, timetables, textbooks and information about the SCITT; the information should be made available in various preferred formats within a reasonable timeframe if required.

### **3. Aims**

Our Aims are to:

- Increase access to the ITT course for SCITT trainees and prospective trainees with a physical or mental impairment as defined in the Equalities Act 2010
- Improve and maintain access to the physical environment, facilities and services
- Improve the delivery of written and electronic information to SCITT trainees and prospective trainees

### **4. Current good practice**

We aim to ask about any disability or health condition in early communications with new trainees and plenty of other opportunities are given to share information both before and during the course.

#### Under ITT criteria rules:

To comply with equality legislation, ITT providers must ensure that interview procedures promote equality of opportunity and avoid discrimination.

The Equality Act 2010 and Special Educational Needs and Disability Act 2001 require providers to ensure they are not discriminating against applicants with disabilities or special educational needs (SEN).

Applicants with disabilities are under no obligation to disclose their disabilities. Providers must ensure that their provision does not place applicants with declared disabilities at a disadvantage. Providers must also consider making anticipatory adjustments to promote positively equality of access for disabled applicants, including access to benefits, facilities and services. They should provide as many opportunities as possible for applicants to identify any special arrangements they may require, for example when inviting them for interview or making arrangements for any entrance tests.

### **5. Trainees must have the “**Health and physical capacity train to train to teach**”**

Providers have a responsibility to ensure that trainees have the health and physical capacity to train to teach and will not put children or young people at risk of harm. The activities that a teacher must be able to perform are set out in the Education (Health Standards) (England) Regulations 2003. Providers are responsible for ensuring that only trainees who have the capacity to teach remain on the programme.

People with disabilities or chronic illnesses may have the capacity to teach, just as those without disabilities or medical conditions may be unsuitable to teach.

Successful applicants will be asked to complete a fitness questionnaire prior to commencing the programme. ITT providers should not ask all-encompassing health questions but should ensure they only ask targeted and relevant health-related questions which are necessary to ensure that a person is able to teach.

Should any trainee needs change, either before or during the course trainees are encouraged to contact the Poole SCITT Professional Coordinator as soon as possible and where necessary a care plan is put into place for the trainee.

## **6. Physical Environment**

The needs of SCITT trainees with disabilities are considered and planned for during the course, this also extends to visits to and/or placements at other schools. SCITT trainees with disabilities can access all parts of the Poole SCITT building, based in the grounds of Ad Astra Infant School.

## **7. ITT course**

There are areas of the ITT course to which disabled SCITT trainees have limited or no access. Some areas of the ITT course present particular challenges, for example: PE training for SCITT trainees with a physical impairment. When this occurs the Professional Coordinator and the PE course tutor will make reasonable adaptations to ensure a high level of inclusion is achieved.

The SCITT trainee may require alternative resources to access learning. Trainees with a disability are eligible to apply for 'Student Disability Allowance' as part of their Student Finance funding. Trainees are able to use this money to provide/purchase any additional aids to learning (e.g. specialist ICT programmes, proof readers).

## **8. Management, coordination and implementation**

SCITT will consult with external professionals, if necessary and as appropriate, when new situations regarding SCITT trainees with physical or mental impairments are experienced.

- The Professional Coordinator will seek information on any new SCITT trainees so that their individual needs are carefully planned for and considered, and any reasonable alterations made to the physical environment are made in consultation with TEACH.
- The Site Manager and the Head of School at Ad Astra Infant School will regularly monitor the SCITT environment and seek external advice and guidance when needed.
- All teaching staff have a responsibility to consider the needs of all SCITT trainees on the course when teaching and planning for activities and off-site visits and LOtC.

- SCITT training will recognise the need to continue raising awareness for staff and the SCITT Management Board are consulted upon equality issues with reference to the Equality Act 2010.
- The Accessibility Plan for physical accessibility relates to the Access Audit of TEACH Trust It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans.
- An accessibility audit will be completed by the TEACH Trust.

9. This Accessibility Plan should be read in conjunction with the following SCITT policies, strategies and documents:

- TEACH Trust Health & Safety Policy
  - TEACH Trust Accessibility Plan
  - TEACH Trust Equal Opportunity Policy
  - Poole SCITT Admissions Policy
  - Poole SCITT Fitness to Teach and inclusion policy
- The TEACH Accessibility Plan will be published on the TEACH website and the Poole SCITT Accessibility Plan will be published on their website.
  - The Poole SCITT Accessibility Plan 2021-2024 will be monitored through the SCITT Management Board.
  - The SCITT will work in partnership with TEACH and Partnership Schools where appropriate.
  - The Accessibility Plan may be monitored by Ofsted during inspection processes.

Approved \_\_\_\_\_

Date \_\_\_\_\_

Written November 2018; reviewed April 2021 and approved by SCITT Management Board. The Appendix to this policy will be reviewed each summer term but aims to cover period September 2021 to July 2024.

## Overall Action Plan for Accessibility across the Poole SCITT – 2021- 2024

**Aim 1** To increase the extent to which SCITT trainees with physical or mental impairment as defined in the Equalities Act 2010 can participate in the SCITT course.

Our key objective is to reduce and eliminate barriers to access to the ITT course and to ensure full participation in the ITT course for SCITT trainees, and prospective SCITT trainees, with a disability.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with new trainees before and during September to review potential barriers	<p>Encourage all trainees (even though not compulsory) to disclose any needs as early as possible at interview and induction days and through medical questionnaires. There are five opportunities for potential trainees to disclose:</p> <ol style="list-style-type: none"> <li>1. Application form (electronic)</li> <li>2. Before interview (electronic)</li> <li>3. During induction</li> <li>4. During 1-2-1 (verbal)</li> <li>5. Trainee contract (paper)</li> </ol> <p>One to one meeting with Professional Coordinator to assess any needs when highlighted.</p> <p>Create Care Plans with the trainees where necessary. Trainees are asked if any changes have occurred in the period between completing their medical questionnaire and commencing training.</p>	Ongoing	<p>SCITT Professional Coordinator – seeking advice from TEACH and/or external agencies where required.</p> <p>Administration Manager</p>	Procedures/equipment /recommendations set in place for individual SCITT trainees.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	Check to ensure that policies comply with the Equality Act 2010 and reflect the Fitness to Teach and inclusion Policy.	Ongoing when policies are reviewed	<p>Administration Manager</p> <p>SCITT Professional Coordinator</p>	All policies reflect inclusive practice and procedure

			SCITT Committees SCITT Management Board	
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<p>To ensure full access to the ITT course for all trainees in both SCITT centre and Partner Schools</p>	<ul style="list-style-type: none"> <li>• Thorough risk assessments for off site visits, Classroom risk assessments, SCITT learning activities and school placements.</li> <li>• Differentiated and adapted activities to support most ITT course areas</li> <li>• Use of interactive ICT equipment in taught sessions</li> <li>• Specific equipment sourced and purchased by trainees using Student Disability Allowance funding</li> </ul>	<p>Ongoing</p>	<p>SCITT Professional Coordinator</p> <p>Course Tutors</p> <p>Partner Schools</p> <p>Trainees</p>	<p>Advice taken and strategies evident in course sessions.</p> <p>All trainees supported in accessing ITT course.</p>
<p>To promote the involvement of disabled trainees in classroom discussions/activities</p> <p>To take account of variety of learning styles/needs when teaching</p>	<p>Within the ITT course, each school aims to provide full access to all aspects of the ITT course by providing (where appropriate)</p> <p>Wheelchair access to buildings and facilities</p> <p>Disabled parking bays</p> <p>Trainees will use their Disabled Student Allowance funding to source and buy any required equipment.</p>	<p>Ongoing</p>	<p>Whole SCITT &amp; Partner School approach</p> <p>Trainee</p>	<p>Ensuring that the needs of all disabled SCITT trainees and staff are represented within the SCITT.</p>
<p>To ensure that potential trainees are not discouraged from applying for the course</p>	<p>One to one discussions with potential applicants at Open Evenings and Recruitment/Train to Teach events</p> <p>Not discouraging potential applicants when answering phone or email enquiries and offering advice and assistance, where required.</p> <p>Provide financial guidance on applying for Student Finance Disability funding if appropriate</p> <p>Being open and supportive to all potential applicants on the Poole SCITT website</p> <p>Accessibility Policy on SCITT website</p>	<p>Ongoing</p>	<p>Professional Coordinator</p> <p>Administration Manager</p> <p>Administration Manager</p>	

**Aim 2: To improve the physical environment of the SCITT to increase the extent to which disabled SCITT trainees can take advantage of education and associated services.**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
Improve physical environment around each school	<p>Ad Astra Infant school will take account of the needs of SCITT trainees, staff 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, and colour schemes, and more accessible facilities and fittings.</p> <p>The SCITT building provides wheelchair access and egress (a single-storey building) with accessible toilet facilities in the building and the main school.</p>	Ongoing	<p>TEACH SLT</p> <p>TEACH Site Manager for AAIS</p> <p>TEACH Chief Finance Officer</p> <p>TEACH CEO/ Executive Head Teacher</p>	Physical environment is accessible and welcoming.
Ensuring all SCITT trainees with a disability are included.	Create access plans and risk assessments for individual disabled trainees.	With immediate effect, to be constantly reviewed	<p>Professional Coordinator with input from Site Manager and/or H&amp;S Coordinator</p> <p>Lead mentors</p> <p>Course Tutors</p> <p>TEACH Trust and Partner schools</p>	SCITT trainees included in all activities, learning, placements and off-site visits/LOtC.
Ensuring disabled trainees have every opportunity to be involved	<p>Utilise disabled parking spaces for disabled trainees to park</p> <p>Adopt a more proactive approach to identifying the access requirements of disabled trainees</p>	With immediate effect to be constantly reviewed	<p>Professional Coordinator</p> <p>TEACH Site Manager (AAIS) and HOS</p>	To ensure that disabled trainees are not directly or indirectly discriminated against.

To ensure driveway, roads, paths around school are as safe as possible.	Regular maintenance checks and walk rounds.	Ongoing	TEACH Site team (AAIS)	The TEACH H&S Coordinator provides accident, incident and near-miss data to the TEACH Pupil Safeguarding and Compliance Committee termly and completes a termly workplace inspection of the buildings and grounds with the Site Manager.
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**Aim 3: To improve the delivery of information to disabled SCITT trainees**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To enable improved access to written information for SCITT trainees	<p>Raising awareness to SCITT tutors of font size and page layouts will support SCITT trainees with visual impairments and software to assist access.</p> <p>Asking during early application stages and during induction how trainees prefer us to communicate information</p>	Ongoing	<p>Professional Coordinator</p> <p>Professional Coordinator /Trainees</p>	Written and electronic communication is appropriate for a variety of needs.