David Ross Education Trust

Broadening Horizons

Accessibility Plan

Document Management Information

Applicable to:	All staff in all Academies and Central Support Services including individuals employed by the Trust, contractors and agency staff. All Members and Trustees.
Development and Consultation:	Reference to the Equalities Act 2010 Estates team
Dissemination:	This planning document will be available to staff via the Trust's Policy Centre and school websites.
Implementation:	Applicable to all DRET academies
Training:	On request
Review Frequency:	The procedures will be reviewed every three years. It will also be reviewed earlier if needed in the light of new evidence/legislation/guidance.
Policy Author:	Secondary Regional Director
Executive Policy Owner:	Education Directors
Approval by:	Level 2 – Education Committee
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1. Introduction

1.1 Academies have a duty to carry out accessibility planning for disabled pupils in accordance with the Equality Act 2010.

1.2 Academies must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

1.3 The Trust is committed to ensuring that academies provide adequate resources for implementing plans and that the plans are regularly reviewed.

2. Scope of the accessibility plan

2.1 This procedure applies to staff and pupils in all DRET academies

2.2 It is the responsibility of all individuals in the Trust to familiarise themselves with this procedure and comply with its provisions.

3. Legal and Regulatory Framework

3.1 This plan takes its legal framework from the following legislation and statutory guidance:

- Equality Act 2010
- The Equality Act 2010 and schools DfE guidance 2014
- The Education (Independent School Standard) Regulations 2014
- The Essential Guide to the Public Sector Equality Duty 2022.
- Understanding new accessibility requirements for public sector bodies 2019

4. Definitions

4.1 **Disability** – as when a person has a 'physical or mental impairment which has substantial and long term adverse effect on that person's ability to carry out normal day to day activities'. 'Substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed; 'long-term' means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection. There are special rules about recurring or fluctuation conditions e.g. arthritis.

4.2 The legal definition of 'disability' expressly excludes certain conditions: a tendency to set fire, steal, physical or sexual abuse of other persons, exhibitionism and voyeurism. A pupil with a disability is not protected by the Equality Act in relation to these specific behaviours – with one exception. Where a tendency to physical abuse of others is part of a disability (e.g. a child with autism lashes out at care staff), this is not excluded; such a pupil is protected by the Equality Act. Tattoos, piercings and addictions to alcohol, nicotine and other substances are also expressly excluded from the protection of the Equality Act.

4.3 **Progressive conditions -** A progressive condition is one that gets worse over time. People with progressive conditions can be classed as disabled. However, you automatically meet the disability definition under the Equality Act 2010 from the day you're diagnosed with HIV infection, cancer or multiple sclerosis.

4.4 **Disability Special Provision –** we will treat disabled pupils more favourably than non-disabled pupils by making reasonable adjustments to put them on a more level footing with pupils without

disabilities, either through reasonable practices or auxiliary aids and services. This will be outlined in our Accessibility Plans.

4.5 **Reasonable Adjustments** – The duty to make 'reasonable adjustments' means taking reasonable steps to avoid putting disabled pupils at a substantial disadvantage. It does not include a duty to change physical features. From 1 September 2012 it does include a duty to provide auxiliary aids and services. The duty to make reasonable adjustments is always child specific and context specific.

4.6 **Parents** – Any reference to a parent in this plan is a wide reference to birth parents and also adoptive, step and foster parents, or other persons with parental responsibility, or who have care of a pupil.

5. The Trust's procedures on accessibility planning

5.1 **Accessibility Plans** (see appendix) – must be implemented over a prescribed period of three years to ensure that:

a. Disabled pupils ability to participate in the curriculum is increased

b. The physical environment of the school is improved to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

c. The availability of accessible information to disabled pupils is improved

6. Record keeping

6.1. The Trust will retain records evidencing compliance with this requirement, as set out in the Trust's Data Retention Policy.

7. Roles and Responsibilities

7.1. The accessibility plan is drawn up in compliance with current legislation and the requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

7.2. Regional Directors are responsible for holding principals to account for fulfilling the following responsibilities.

7.3. Academy Principals are responsible for:

- Making sure that steps are taken to address the academies accessibility plan, by allocating sufficient resources to implementation, review and adjustment over the time of the plan where necessary.
- Consulting with the parents of individual pupils, as well as the Special Educational Needs Coordinator to account for the needs of pupils with disabilities and any preferences expressed by them or their parents.
- Retaining documentary evidence of the measures taken to address the accessibility plan.
- Making sure that equality and access plans are readily available and that members of the ASC, staff, pupils, and parents know how to access them.
- Providing regular information for staff and ASC about the progress against the accessibility plans.

8. Status of this procedure

8.1. This procedure does not form part of any employee's contract of employment.

9. Related Policies

9.1. This plan is related to the following other Trust policies:

- Special Educational Needs and Disability Policy
- Children with health needs who cannot attend school policy
- Behaviour and Ethos Policy
- Equality & Diversity Policy
- Health & Safety Policy

Appendix 1 – Accessibility Plan 2024 - 2027 Abbey CE Academy

Together, anything is possible

1. Priority 1: Improving Access to the Curriculum							
Actions	**Person/s Leading**	**Timescale**	**Success Criteria**	**Monitoring & Support Arrangements**	**Evaluation**	**Finance, Resources & Training**	**Status RAG**
Appropriate scaffolding/adult support in place to meet individual needs.	**SENDCO** **All staff**	Daily	All children will be able to achieve the Learning Objective in every lesson.	Book looks, learning walk, pupil voice Data collection and analysis		CPD training for staff and SENDCO Resources as needed	
Opportunities for challenge across the curriculum.	**SENDCO** **All staff**	Daily	Evidence of deeper learning in books and in lessons. Children able to extend learning and learn in different ways appropriate to need.	Book looks, learning walks, pupil voice		CPD training for staff and SENDCO Resources as needed	
Use of Educational Psychologist and other agencies to provide support where needed	**SENDCO**	As needed	SEND register up to date, accurate and appropriate support in place. Children on appropriate diagnosis pathways where needed. All staff aware of individual needs.	SEND register Records of agency involvement. Evidence of children's needs being met.		Ed Psych fees Fees for external agencies as required.	
Resources provided to support curriculum access – i.e. fidget toys, overlays, ear defenders, visual	**FSW** **SENDCO** **Principal**	As needed	All children able to access the curriculum effectively and make expected progress from	Learning walks, book looks, Pupil Progress Meetings, Data analysis		Cost of resources	

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Actions	**Person/s Leading**	**Timescale**	**Success Criteria**	**Monitoring & Support Arrangements**	**Evaluation**	**Finance, Resources & Training**	**Status RAG**
timetables, now and next cards etc.			their starting point.				
Safety plans in place to ensure that behaviour is not a barrier to learning.	**Principal**	As needed and reviewed termly.	Behaviour managed effectively to enable learning. Evidence of all children accessing the learning and making expected progress.	Termly review of safety plan but adaptations made whenever needed.		Time	

Priority 2: Improving Access to the Physical Environment							
Actions	**Person/s Leading**	**Timescale**	**Success Criteria**	**Monitoring & Support Arrangements**	**Evaluation**	**Finance, Resources & Training**	**Status**
All areas clear and accessible to all	**Principal** **Site Supervisor**	Ongoing	Everyone on site can access all areas that they need to easily.	Weekly checks		Costs of any works necessary to keep the site accessible to all	
Accessible toilet/changing room refreshed and clear for use	**Site Supervisor**	By end of Term 1	Room fit for purpose at all times.	Weekly checks		Cost of any works to improve the quality of the room.	
Individual fire evacuation procedures in place where needed	**Principal**	As needed	PEEPs in place where needed	Termly review of any PEEPS and updates where needed.		Cost of any necessary evacuation resources that may be needed	

Priority 2: Improving Access to the Physical Environment							
Actions	**Person/s Leading**	**Timescale**	**Success Criteria**	**Monitoring & Support Arrangements**	**Evaluation**	**Finance, Resources & Training**	**Status**
Key signage to reflect languages used in the school.	**Site Supervisor**	In place by end of Term 2	Everyone in school able to understand key signage	Ongoing		Cost of any new signage needed	

Priority 3: Improving provision of Information							
Actions	**Person/s Leading**	**Timescale**	**Success Criteria**	**Monitoring & Support Arrangements**	**Evaluation**	**Finance, Resources & Training**	**Status**
To ensure that website is clear, up to date and easy to navigate	Principal/Trust Admin	Ongoing	Website is compliant and up to date.	Termly monitoring and updates added when required		Staff CPD	
Ensure that all communications are accessible to all i.e. use of translations, interpreters, sign language, different colour backgrounds, paper copies where needed, etc.	Principal FSW SENDCO	Ongoing	All communication are clear and inclusive. Adaptations made where required to meet individual needs	As appropriate		Translation/interpreter service	