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
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Revision History

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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 (Template to be completed for each academy)

1. Priority 1: Improving Access to the Curriculum							
Actions	**Person/s Leading**	**Timescale**	**Success Criteria**	**Monitoring & Support Arrangements**	**Evaluation**	**Finance, Resources & Training**	**Status RAG**
Use appropriate assessment tools and activities for children working pre-key stage: Use of small steps resources to assess pre key stage pupils and set targets	**SENDCo**	Ongoing	Children working pre-key stage will have consistent approaches for assessment and target setting	Termly monitoring of smalls steps documents		Use other professionals suggestions for adaptations of the curriculum.	
Appropriate use of specialised equipment to benefit individual pupils and staff: Tablets available to support children with difficulties Sloping boards for children with physical disabilities Coloured overlays or coloured paper for children with visual difficulties or dyslexia Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys	**SENDCo**	1 year	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning	-Audit of equipment and needs - Staff training -		Cost of resources	

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Actions	**Person/s Leading**	**Timescale**	**Success Criteria**	**Monitoring & Support Arrangements**	**Evaluation**	**Finance, Resources & Training**	**Status RAG**
etc Monitor and observe use of equipment Eg PECS, visual timetable							
Appropriate use of intervention and their success and impact on progress: Track intervention success on BROMCOM. Strategically. staff interventions to allow for optimum outcomes for pupils with SEN. Have intervention groups across classes/year groups to give more children opportunities to attend interventions.	**SENDCo**	1 year	Progress and attainment of all children is outstanding	Tracking on BROMCOM		Training of new staff Resources required to deliver interventions	

Priority 2: Improving Access to the Physical Environment							
Actions	**Person/s Leading**	**Timescale**	**Success Criteria**	**Monitoring & Support Arrangements**	**Evaluation**	**Finance, Resources & Training**	**Status**
Ensure all children feel safe and involved at playtimes: Addition clubs with different targeted groups Variety of play equipment	**Principal, PE leads**	1 year	Children feel safe in school	– evidence in survey results from children		Equipment Staffing for clubs	
Maintain safe access round the interior and exterior of the school: Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear Communication with parents through letters/newsletters/website/1:1 school staff Safety improved with parking	**Principal, Operations team**	Ongoing	There is safe access throughout the school No accidents or near misses in the carpark or outside school grounds	Premise meeting minutes - Premise walk- H&S meetings		Signage	
Ensure access for all SEND children at After school clubs and extended day and reasonable adjustments are made to enable participation	**Principal, coaches, wraparound staff**	Ongoing	Access of SEND children at After school is successful	Audit SEND children use of clubs and extended services Risk assessments put in place if needed		Additional staff where needed	
To make effective use of the Calm area: Children to use the Sensory resources in the calm area for regulation.	**SENDCo**	Ongoing	Children will know where they can go to regulate themselves. Children will be calmer and able to have calming breaks at appropriate intervals.	Pupil voice		Maintain and replace resources where needed	

Priority 3: Improving provision of Information							
Actions	**Person/s Leading**	**Timescale**	**Success Criteria**	**Monitoring & Support Arrangements**	**Evaluation**	**Finance, Resources & Training**	**Status**
Effective communication and engagement of parents	SENDCo	Ongoing	Increased engagement of parents in TSPs and reviews	SENDCo to review TSPs and parent voice		CPD for staff on use of TSPs Time to meet with parents	
The website to be regularly updated to provide information and support to parents of pupils with SEND	SENDCo	Termly	Parents make use of resources to support parenting pupils with SEND	Parent voice		n/a	
Effective communications with nurseries and schools to provide a quality transition: To identify pupils who may need additional to or different provision for the September intake.	SENDCo, EYFS staff	Summer term into Autumn	Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision.	Teacher/SENDCo time Meeting between SENDCo and EYFS staff to review information and support needed.		Cover for staff to visit nursery	
Ensure written materials are available in alternative formats: Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access	Senior Administrator, Principal	Ongoing	Parents are able to access all information	Training, Parent feedback		Google translate Office time Principal time	

Priority 3: Improving provision of Information							
Actions	**Person/s Leading**	**Timescale**	**Success Criteria**	**Monitoring & Support Arrangements**	**Evaluation**	**Finance, Resources & Training**	**Status**
policies through either a braille service or enlargement of papers Invite parents in who may need support completing forms.							