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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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**
1.1 Annual review of curriculum to ensure that needs of students are matched by curriculum and staffing	**SLT** **Subject leaders** **SENDCO**	Annually	Subject leaders to have completed depth and breadth analysis during subject monitoring. All children will be making good or outstanding progress. Support and intervention will be put into place for those children making less than expected progress.	Termly subject reviews Pupil voice states that they access the full curriculum	Annual review	In house and Academy Trust training	
1.2 Assessments actioned for all students at risk of not accessing curriculum	**SLT** **Subject leaders** **SENDCO**	Ongoing throughout the year	SENDCo and pastoral team to identify pupils at risk of not accessing the curriculum and put a package of support in place. Work closely with external agencies to enable pupils to access the curriculum.	EHCP Health Plan TSP Clear SEND referral pathway Parent voice states that children are having their needs met	Termly TSPs Annotated EHCPs and Annual Reviews	In house SEND training Safeguarding training	
1.3 External agency support is identified and delivered for all students in need	**SLT** **Subject leaders** **SENDCO**	Ongoing throughout the year	Continue to develop strong links with external agencies. Timely referrals to be made to children in need of extra support.	EHCP Health Plan TSP Parent voice states that children are having their needs met	Pastoral team review TSPs	In house SEND training	
1.4 All students access a broad and balanced curriculum	**SLT** **Subject leaders** **SENDCO**	Continuous, reassess with new intakes of pupils	All lessons scaffolded and where appropriate differentiated so that all pupils can access the curriculum	Monitoring by SENDCO, Subject Leads and Phase Leads	Planning Pupil Voice Books	Leadership time	

1. Priority 1: Improving Access to the Curriculum							
Actions	**Person/s Leading**	**Timescale**	**Success Criteria**	**Monitoring & Support Arrangements**	**Evaluation**	**Finance, Resources & Training**	**Status RAG**
	Class teachers			Pupil voice states that they access the full curriculum	Learning Walks		
1.5 Students with identified needs have access to laptops and resources to support learning.	**SLT** **SENDCo** **Phase/Subject Leads** **Class teachers**	Ongoing as needed	All children have access to ICT equipment as and when needed	EHCP TSP Pupil voice states that they are having their needs met effectively	Termly TSPs Annotated EHCPs and Annual Reviews	IPASS training and support for relevant staff	
1.6 All students identified as needing additional time assessed for Access Arrangements	**SLT** **SENDCo** **Phase/Subject Leads** **Class teachers**	September of each year	All pupils needing access arrangements have them in place for Y6 assessments	SLT SENDCO Phase Leads Pupil voice states that the access arrangements in place for them are effective	AA reviewed at each KPI and on an ongoing basis during Key Marginal Meetings	Redeployment of staff as needed during testing weeks	
1.7 Academy environment reviewed by premises team to ensure access for all.	**SLT** **SENDCO** **Pastoral Team** **Site Manager**	Half-termly	All areas of the school can be accessed by all pupils and staff.	School environment and grounds to be assessed with each new pupil and adaptions made as required	Minutes from reviews	Leadership and premises staff time	

Priority 2: Improving Access to the Physical Environment							
Actions	**Person/s Leading**	**Timescale**	**Success Criteria**	**Monitoring & Support Arrangements**	**Evaluation**	**Finance, Resources & Training**	**Status**
2.1 Academy environment reviewed by Premises team to ensure access for all.	**SLT** **SENDCO** **Site Manager**	Half-termly	All areas of the school can be accessed by all pupils and staff.	School environment and grounds to be assessed with each new pupil and adaptions made.	Minutes from reviews	Leadership time	
2.2 Emergency evacuation systems to include alarms with both visual and auditory components	**Site Manager** **SLT**	Weekly	Fire and evacuation alarms to be auditory and visual to enable it to be accessed by everyone.	Weekly checks by site staff	Records of weekly checks	Time to undertake drills, checks and paperwork	
2.3 Ramps and lifts available at relevant points to ensure access to all parts of the site, regardless of disability	**Site Manager** **SENDCO**	**Ongoing**	All students with a disability to be able to access the full learning environment.	TSPs EHCPs	Termly support plans EHCPs Minutes of ASC meetings	Checking and maintenance	
2.4 Classrooms optimally organised for disabled	**SLT** **SENDCO**	Ongoing as needed	All students with a disability to be able to access the full	TSPs EHCPs	Termly support plans	Time to undertake environment walks write/check on RAs	

Priority 2: Improving Access to the Physical Environment							
Actions	**Person/s Leading**	**Timescale**	**Success Criteria**	**Monitoring & Support Arrangements**	**Evaluation**	**Finance, Resources & Training**	**Status**
students and pregnant staff	**Phase/Subject Leads** **Class teachers**		learning environment. Risk Assessments in place for any pregnant staff	RAs	EHCPs RAs Pupil voice states that they find classrooms easy to access/navigate		

Priority 3: Improving provision of Information							
Actions	**Person/s Leading**	**Timescale**	**Success Criteria**	**Monitoring & Support Arrangements**	**Evaluation**	**Finance, Resources & Training**	**Status**
3.1 To improve availability of resources in different formats	**SLT** **SENDCO** **Phase/Subject Leads** **Class teachers**	Ongoing as needed	Academies use appropriate formats for those with hearing or visual impairment.	Academy to seek support from specialised agencies as and when required.	The level of engagement of pupils and parents with visual and/or hearing impairment and/or other support needs (e.g. neurodiversity)	Training to be taken when needed by the school.	
3.2 To ensure the academy website	**Communications Lead**	Ongoing	All members of all families and the public are able to access the	Half termly checks	Termly updates	Support from the Trust IT team.	

Priority 3: Improving provision of Information							
Actions	**Person/s Leading**	**Timescale**	**Success Criteria**	**Monitoring & Support Arrangements**	**Evaluation**	**Finance, Resources & Training**	**Status**
is clear, simple and easy to navigate			information available on the website.	Parent voice half termly	Parent voice states that all parents/carers find the website easy to navigate	Time for Communications Lead to undertake maintenance, checks and upload content	
3.3 To ensure that communication with the school is easy and effective	**SLT** **Central Operations Team**	Ongoing	Parents and stakeholders can easily speak to admin staff face to face, via telephone and MCAS.	Parent voice half termly No issues raised by other stakeholders	Parent voice state that they can speak to someone as and when required.	SLT time to monitor/coach Support form Trust Operations Team	