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.
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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 – Cedar Road Primary School

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 inc SENDCo Subject leaders**	Annually	All pupils make expected or better than expected progress. Support in place for those children making less than expected progress. Feedback from pupil/staff evaluations of the curricular opportunities is positive.	Monitored through data analysis at each KPI Monitored through discussions at pupil progress meetings Subject leads to monitor own subjects	Annual Review	Meeting times Subject leader time Trust CPD	
1.2 Multi-Agency assessments actioned for all students at risk	**SLT including SENDCo** **DSLs Family Worker**	Ongoing as needed	All at risk pupils identified through internal referral, safeguarding concern or parental referral. Clear pathway of support established for each pupil via MASH or EHA process. Clear pathway of support	Monitored through safeguarding meetings and procedures EHCPs and SEND/Pastoral procedures	MASH referrals/EHA meeting/social care meetings attended as needed. SEND review meetings	Pastoral team time Ongoing training for key staff	

			established for pupils with SEND documents via provision map (and IEP if needed)				
1.3 External agency support is identified and delivered for all students in need	**SLT including SENDCo** **DSLs** **Family Worker**	Ongoing as needed	All at risk pupils identified through provision reviews, data scrutiny and/or internal referral Clear pathway of support established for each pupil and documented via Safeguard, provision map (and IEP if needed). Referrals to and liaison with outside agencies such as Northants EIPT, SEMH panel to be completed as needed.	Monitored through safeguarding meetings and procedures EHCPs and SEND/Pastoral procedures	Referrals/meetings attended	Pastoral team time Ongoing training for key staff Commissioning of Educational Psychology Service Commissioning of other agencies as needed	

1.4 Alternative Curriculum, students access balanced curriculum	**SLT inc SENDCo Subject leaders** Class teachers	Continuous, reassess with new intakes of pupils	All lessons scaffolded and where needed differentiated so that all pupils can access the curriculum Quality first teaching that enables ALL pupils to progress	Monitored by ALT and subject leads Monitored through data analysis at each KPI (Small Small Steps Assessment/ Assessment for All if appropriate	Planning Pupil Voice Books Learning Walks	Leadership time CPD costs	
1.5 Students with identified needs have access to laptops and resources to support learning	**SLT inc SENDCo Subject leaders** **Class teachers**	As needed	All pupils have access to ICT as and when needed.	ICT lead teacher to monitor ICT use in school. SEND Lead to monitor SEND provision	SEND monitoring	Use of class allocation of chrome books as needed. Other resources as needed	
1.6 All students identified as needing SEND support accessed for exam access arrangements	**SLT inc SENDCo** **Year 6 teachers**	See DfE calendar for exact dates	All pupils needing access arrangements have them in place for Y6 assessments	Principal	Pupil progress meetings Y6 meetings	Redeployment of TAs as needed during testing week	

1.7 Academy environment reviewed by relevant senior leads/AMEY team to ensure access for all.	**SLT including SENDCo** **AMEY team**	Monthly	Half termly service reviews and Health and Safety meetings with AMEY. Regular AMEY checks by site supervisor, quality assured by principal. Learning walks undertaken regularly to assess the learning environment.	Monitored externally by NCC and through internal procedures Learning environment walks and monitoring	Follow up to monitoring checks	Principal and Senior Admin time for meetings Leadership 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 To ensure all pupils/ staff/visitors can access all areas of the academy.	**Office staff (Staff and visitors)** **SLT inc SENDCo** **Class Teachers**	Ongoing	For all pupils/ staff/visitors to have access to the academy. Access arrangements and risk assessments are in place for key pupils/ staff/ visitors Adaptations made as needed	Monitored externally by NCC and through internal procedures e.g. H&S meetings Risk assessments written by leadership team	Review as needed	Leadership time Formats available for risk assessments. Training for office staff.	
2.2 Emergency evacuation	**AMEY staff**	Ongoing	AMEY staff to organise half	Principal to review	Fire drill reviews	Time for drills and paperwork	

Priority 2: Improving Access to the Physical Environment							
Actions	**Person/s Leading**	**Timescale**	**Success Criteria**	**Monitoring & Support Arrangements**	**Evaluation**	**Finance, Resources & Training**	**Status**
systems to include alarms with both visual and auditory components	**Principal** **Fire Wardens**		Termly fire drills with evacuation to be completed in the expected timescales. All staff aware of evacuation procedures.	evacuation times/ procedures Fire warden training to be completed by certain staff members and clear roles given.	Monitoring of AMEY checks.	Fire warden training	
2.3 To improve signage to standard format	**Headteacher / AMEY**	Ongoing	All areas signage is effective	Ongoing - AMEY		Ongoing Cost of signage	
2.4 Ramps are available at relevant points to ensure access to all parts of the site, regardless of disability	**AMEY staff in conjunction with school staff**	Ongoing	Ramps are used efficiently and safely.	Weekly monitoring by AMEY All staff/visitors to access rooms as needed	All visitors needing ramps are catered for – any issues reviewed Disabled parking spaces available in school car park – ensure access ramps are not blocked	Cost of maintenance as needed	

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 communications to groups with protected characteristics	**SLT inc SENDCo** **Class Teachers** **Teaching Assistants** **Office staff**	Ongoing, as needed when need to use other means of communication.	For school information to be accessible to all groups in their preferred manner of communication– clear language, layout, font, use of text messages, Twitter, phone, website, MCAS, letter etc. GDPR/confidential procedures to be followed	Principal and Office to monitor school communication. Office staff/computing lead to monitor website content. Feedback from groups	We use a variety of methods and try to 'drip feed' any messages/expectations.	Training as needed Resources as needed.	
3.2 To ensure the academy website is clear, simple and easy to navigate	**Principal** **Deputy Head** **Senior Admin** **Website Team**	Ongoing	For the website to display up to date information that is accessible to all and is OFSTED compliant	Principal Office staff/deputy head to monitor website content. Feedback from groups	Regular reviews of website by school and website team	Office/leadership time Training as needed Support from trust Website Team	

Priority 3: Improving provision of Information							
Actions	**Person/s Leading**	**Timescale**	**Success Criteria**	**Monitoring & Support Arrangements**	**Evaluation**	**Finance, Resources & Training**	**Status**
3.3 To Ensure that communication with the school is easy and effective SLT Central Operations Team Ongoing	SLT Central Operations Team	Ongoing	Parents/Carers and stakeholders can easily speak to admin staff face to face, via telephone and MCAS.	Parent voice state that they can speak to someone as and when required.	Parent voice state that they can speak to someone as and when required. SLT members on the gates every morning and after school to speak directly with parents.	SLT time to monitor/coach Support form Trust Operations Tea	