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 pupils are matched by curriculum and staffing	**Principal** **Subject Leads** **SENCo**	Annually	All students are making expected progress	Data analysis at KPI points Key marginal meetings		Staff time	
1.2 Multi Agency assessments actioned for all pupils at risk	**SENCo** **DSL**	As required	No students are at risk	See Contextual Safeguarding Appendix		SENCo and DSL time	
1.3 External agency support is identified and delivered for all pupils in need	**SENCo** **DSL**	As required	Early intervention and external agency support ensures all students make expected progress.	Termly SEND reviews Data analysis at KPI points Key marginal meetings		SENCo and DSL time	
1.4 Alternative Curriculum pupils access balanced curriculum	**SENCo** **Class Teachers** **CDC Lead**	As required	All students have access to a balanced and broad curriculum that meets their learning and wider needs (including their social and emotional needs)	Weekly discussions between the CDC Lead and Class teachers Termly SEND reviews Data analysis at KPI points		Planning and communication time (Class teachers and CDC lead)	
1.5 Pupils with identified needs have access to laptops and resources to support learning	**Principal** **SENCo**	As required	All students have fair access to the curriculum	SENCo to monitor implementation and impact of resources		Cost of equipment SENCo 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**
1.6 Academy environment reviewed by relevant senior manager to ensure access for all	**Principal SENCo Caretaker**	Annual check	Environment physically accessible to all	Monitor annually and when new staff/children start		Staff time and cost of making reasonable adjustments	

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 students/visitors access all areas of the academy	**Caretaker**	Ongoing	All students and visitors can access the whole site	Ongoing monitoring for damage and future adaptions		Caretaker time and cost of adaptions	
2.2 To improve signage to standard format	**Principal Shared Services**	Ongoing	All areas are signed within Ofsted guidelines	Checks when signs are updated		Cost of charges to signage	
2.3 Emergency evacuation systems to include alarms both visual and auditory components	**Caretaker**	Ongoing	All systems are in place and all students and staff are able to evacuate safely	Ongoing safety checks Personalised Evacuation Plans checked		Cost of maintenance	
2.4 Ramps and lifts available at relevant points to ensure access to all parts of the site, regardless of disability	**Caretaker**	Ongoing	All ramps and lifts are kept clear and in good working order to ensure access to all areas of the academy	Ongoing safety checks		Cost of maintenance	
2.5 Classrooms optimally organised for	**Principal**	Ongoing	Classrooms are adapted as needed.	New adaptions are		Risk Assessments	

Priority 2: Improving Access to the Physical Environment							
Actions	**Person/s Leading**	**Timescale**	**Success Criteria**	**Monitoring & Support Arrangements**	**Evaluation**	**Finance, Resources & Training**	**Status**
disabled students	**Key Stage Leads** **Class Teachers**		All rooms accessible to all	checked as required		Staff time	

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	SENCo Pastoral Manager CDC Lead	As required	All communications comply with GDPR and are used appropriately to communicate with all	Evaluation after communication		Cost of interpreter Signed supported English or cost of communication	
3.2 To ensure the academy website is clear, simple and easy to navigate	IT Support Vice Principal Senior Administrator	Ongoing	The website is accessible for all ad compliant with Ofsted criteria	Termly website checks		Staff time	