



Accessibility Plan

March 2025

Approved by the Trust Board on: 18th March 2025

Due for Review on: March 2028

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1. Aims

Derby Diocesan Academy Trust acknowledges that all Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Explain your school's principles and values that relate to equality and inclusion here.

The plan will be made available online on the Trust and its school's website, and paper copies are available upon request.

Our Trust and its schools are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Trust and its school's support any available partnerships to develop and implement the plan. Accessibility audits are carried out across the Trust and its schools. Links with the local authorities are in place to further support accessibility requirements and this is considered as part of the school condition allocation funding.

If you have any concerns relating to accessibility in the across the schools within the Trust, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Physical Environment

Insert information relating to your school

Example:

School comprises of two almost identical buildings. The Foundation Stage and Key Stage 1 are situated at the top half of the site and Key Stage 2 are situated at the bottom end of the site. The two buildings are split by a sloping playground which runs through the centre of the school site. Each building is single storey which provides access to wheelchair users. All access points are flat or ramped (Main Entrance) to ensure that entry to the school is accessible to wheelchair users.

All the classrooms, the staffroom and offices in each of the buildings lead off the main hall. The playground between the two buildings is sloped, thus making an upper and lower area where children play and engage in outdoor learning.

Doors within the main buildings are wide enough to enable access to wheelchair users.

The school has internal emergency signage and emergency lighting. All escape routes are clearly marked. There is a disabled toilet within each of the main school buildings, all with handrails and emergency pull cords.

The school does not have its own carpark. Offsite parking for staff and visitors is available close to the main entrances into school and nursery on the road. During school hours, parking is available outside of the main school entrance on Raven Street.

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice – you will need to adapt it to suit your school's context.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum	Explain your school's		Ensure appropriate deployment of support	Head teacher	Asap	Programmes of support, staff lists.

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for pupils with a disability	<p>approach here. Examples:</p> <ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • Ensure that teaching and learning activities provide opportunities for all pupils to achieve 		<p>staff</p> <p>Ensure high quality teaching through CPD for all</p> <p>Improve access to ICT for all pupils</p> <p>Children have opportunities to work individually and also co-operatively and collaboratively in pairs, groups and whole classes</p> <p>ICT used to support disabled pupils' access to the</p>	<p>Headteacher</p> <p>Headteacher</p>	<p>Continuous</p> <p>Asap</p> <p>Continuous</p>	<p>Ensure all pupils have full access to the curriculum, working with independence when appropriate and interacting fully with peers</p> <p>Damaged resources are repaired or replaced;, additional resources are in place. All pupils and classrooms have increased access to ICT suitable to their level of need</p> <p>Observations of lessons, learning walks and scrutiny of children's work confirm effective differentiation.</p> <p>All pupils are making at least good progress as</p>

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	<ul style="list-style-type: none"> Ensure all staff are aware of disabled children's curriculum access 		<p>curriculum</p> <p>Individual Provision Maps formulated and shared with parents and external agencies aimed at being accessible and understandable to all concerned</p> <p>Provision cost mapping ensures best value is achieved for pupils with additional needs</p> <p>School accesses appropriate equipment specific to a pupils' needs, e.g. special grip pens, coloured overlays, writing easels, etc.</p> <p>Specific staff training for teachers, teaching assistants and midday play leaders who support disabled pupils, e.g. Training for children with sight impairments, speech impediments, children with autism.</p>		Continuous	<p>confirmed by assessment and tracking data, Foundation Stage scores and End of Key Stage Teacher Assessments.</p> <p>Staff aware of how they can meet the needs of individual children with a diverse range of learning and behaviour needs.</p> <p>Staff trained and</p>

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	<ul style="list-style-type: none"> • Monitor and track progress and achievement of pupils with additional needs • Ensure all pupils participate in physical activities 		<p>SEND training carried out annually</p> <p>SENCO and class teacher meetings.</p> <p>Pupil progress meetings evaluate the progress of pupils with additional needs in each class. FFT and Brackenfield data systems.</p> <p>Regular liaison with parents.</p> <p>Individual access plans for disabled pupils when required.</p> <p>Advice taken from external agencies and parents.</p> <p>Staff trained to enable pupils to access all physical activities.</p> <p>Risk assessments undertaken for specific pupils.</p>		<p>Continuous</p> <p>Continuous</p>	<p>feel confident in supporting specific pupils.</p> <p>Children with additional needs are making at least expected progress</p> <p>All children participate fully in all physical activities</p>

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	Ensure all school trips are accessible to all		<p>Individual risk assessments undertaken for specific pupils.</p> <p>Site visits undertaken by designated staff prior to the visit.</p> <p>Involve parents in decisions.</p> <p>Provide extra support for vulnerable pupils.</p>		Continuous	All children able to take part in school trips safely and confidently
Improve and maintain access to the physical environment	<p>Explain your school's approach here.</p> <p>Example:</p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height <p>• School is aware of the access needs of disabled children,</p>	The site is accessible for all pupils.	<p>Ensure that reasonable adjustments are maintained and modified as and when required.</p> <p>Provide shaded area for pupils outside in hot weather Solution to be found in rooms prone to overheating and affected by sun glare</p> <p>Create access plans for individual disabled</p>	<p>Headteacher and Trust.</p> <p>Headteacher</p> <p>Headteacher</p>	<p>Continuous.</p> <p>During spring term</p> <p>As required</p> <p>On entry to school</p>	<p>All pupils can access their environment and can move in and around site freely.</p> <p>Increased use of outside spaces in hot weather Glare from sunlight reduced. Temperature affected rooms reduced and comfort increased</p> <p>Individual plans in place for all</p>

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	<p>staff & parents/carers School is aware of the access needs of disabled children, staff & parents/carers School is aware of the access needs of disabled children, staff & parents/carers</p> <ul style="list-style-type: none"> • • Ensure that all disabled pupils can be safely evacuated 		<p>children/adults as part of the Risk Assessment/MEP process.</p> <p>To consult and work with the whole school community to gather appropriate information</p> <p>Put in place Personal Emergency Evacuation Plans for pupils where appropriate</p> <p>Ensure designated staff are aware of their responsibilities.</p> <p>Regular evacuation practices (known and unknown).</p>		<p>On entry to school, and then reviewed accordingly</p>	<p>disabled stakeholders.</p> <p>Use information gathered to plan adjustments.</p> <p>PEEPS</p> <p>Individual Medical Care Plans</p> <p>Personalised Risk Assessments</p> <p>All disabled children can evacuate the building safely and quickly in an emergency.</p> <p>Staff are confident in evacuation strategies as identified in their PEEPS. These children will go out at the end of their class line with their 1-1.</p> <p>2 parents have currently given</p>

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	<p>Ensure visually stimulating environments for all children.</p> <p>Improve signage and access for visually impaired stakeholders</p> <p>Ensure visually impaired pupils can access climbing equipment and PE equipment</p>		<p>Colourful, lively displays on beige backgrounds in classrooms and inviting role play/reading areas can be found in each classroom.</p> <p>Instal LED lighting to improve visibility and to be energy efficient</p> <p>Obtain advice on appropriate styles and colours for signs when required</p> <p>Bright yellow tape to be stuck around the edges of climbing equipment and PE equipment.</p>		<p>Continuous</p> <p>Continuous</p> <p>Continuous</p>	<p>staff permission to carry their child out of the building in the event of an emergency</p> <p>Lively and inviting environment maintained</p> <p>Signage and access for visually impaired stakeholders is clear</p> <p>Visually impaired pupils can access climbing equipment and PE equipment safely because they can see the edges of this equipment.</p>

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Improve the delivery of information to pupils with a disability	<p>Explain your school's approach here. Example:</p> <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English. School office will support and help parents to access information and complete school forms	Headteacher/SBM	Continuous	All parents receive information in a format that they can access. All parents understand what the headlines of the school information are.
		Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment	Headteacher/SBM	Continuous	Excellent communication. On-going appropriate use of resources
		Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	SENCo/inclusion mgr	Continuous	Staff produce their own information
		Provide information in other languages for pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered if possible	SENCo/inclusion mgr	Continuous	Pupils and/or parents feel supported and included

5. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the COO in collaboration with the schools within the Trust.

It will be approved by Trust Board before being adopted by the LAC following the school contexts being added.

6. Links with other policies

This accessibility plan is linked to the following policies and documents:

- DDAT Health and safety policy
- DDAT Equality information and objectives (public sector equality duty) statement for publication
- DDAT SEND policy
- DDAT Supporting pupils with medical conditions policy
- DDAT Child Protection and Safeguarding Policy