



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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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

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	HT, DHT & curriculum leads	Annually	All students are making expected progress or exceeding targets	Data collection and analysis at each KPI point		Time	
1.2 Multi Agency Assessments actioned for all students at risk	DSL, SENDCo and ELSA	As needed	No child is at risk	Safeguarding policy and procedures		DSL/SENDCo	
1.3 External Agency support is Identified and delivered for all students in need	DSL, SENDCo and ELSA	As needed	No child is at risk Interventions are in place and monitored for effectiveness	Safeguarding policy and procedures		DSL/SENDCo	
1.4 Alternative Curricula students Access balanced curriculum	Subject leads Class teachers All lessons Subject lead time	Continuous, reassess when there is a new intake of students	All lessons differentiated so that all pupils can participate in all subjects	Planning monitored for inclusivity			
1.5 Students with identified need have IT and resources to support learning	HT and SENDCo	As necessary	All children who need extra resources have them	SENDCo to monitor needs and success of support		Cost of resources, IT support, technology and learning resources	
1.6 All students with SEND assessed for exam Access arrangements needs	HT/DHT/SENDCo/ Year 6 teacher	Applications to be made by Tem4-5 pre SATS	Able to access Year 6 SATS	Additional time Additional reader		CPD for readers	
1.7 Academy environment reviewed by relevant senior manager to ensure access for all.	HT	September 2025	School is accessible for all	Annual monitoring			

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.	Site supervisor/PO	As necessary	All children and adults can access the site	Weekly monitoring assessments		As per PFI arrangements	
2.2 To improve signage to standard format	HT/PO	Ongoing	All areas signage is effective	Ongoing		Cost of signage	
2.3 Emergency evacuation systems to include alarms with both visual and auditory components	HT/PO	Ongoing	Children and staff aware of procedure	Ongoing checks half termly		Site supervisor New staff	
2.4 Ramps and high visibility tape available at relevant points to ensure safe access to all parts of the site regardless of disability	HT	Ongoing	Children and visitors can access all areas of the school	Half termly checks of equipment		Site supervisor	
2.5 Classrooms optimally organised for disabled and pregnant staff	HT	Ongoing	All staff can access all areas and classrooms	Termly checks		Risk assessment	

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	HT/DSL/SENDCo	Ongoing	All communications are clear and inclusive	As appropriate		Translation service if required	

Priority 3: Improving provision of Information							
Actions	Person/s Leading	Timescale	Success Criteria	Monitoring & Support Arrangements	Evaluation	Finance, Resources & Training	Status
3.2 To ensure the academy website is clear, simple and easy to navigate	HT/Trust	Autumn term/ongoing	Website is compliant with OFSTED guidelines	Termly monitoring and updating by HT		Staff CPD	