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
Approval by:	Level 2 – Education Committee
Approval Date:	2 May 2024
Next Review Due:	May 2027

Revision History

Document version	Description of Revision	Date Approved
V1.0	Version approved by Education Committee	13/01/2021
V.1.1	Review by Education Committee	01/05/2024

Contents

1. Introduction..... 5
2. Policy Scope..... 5
3. Legal and Regulatory Framework..... 5
4. Definitions..... 5
5. The Aims of the Trust's policy on Accessibility. 6
6. Record keeping..... 6
7. Roles and Responsibilities..... 6
9. Policy Status..... 7
10. Related Policies 7

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

Review Date: 21/09/2026

Appendix 1 – Accessibility Plan 2024 - 2027 Charnwood College

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, ensuring a balanced curriculum for students accessing an Alternative Provision pathway**.** - Enhance the robust three tier reading strategy. - Embed Broadening Horizons into the curriculum.	**Principal, Vice Principal Teaching and Learning, Assistant Principal Inclusion.**	Ongoing	Students across all areas making good or better progress against attainment targets and in line with National Average.	Regular reviews of subjects available and adjustment of this to provide optimal opportunities for students via personalisation; line management/strategic management via Principal/Regional Director	Analysis of student progress; academy self-evaluation processes; SLT/ASC/Trust.	Curriculum budget, staffing budget, SEND, PP, Reading Strategy.	Amber

1. Priority 1: Improving Access to the Curriculum							
Actions	**Person/s Leading**	**Timescale**	**Success Criteria**	**Monitoring & Support Arrangements**	**Evaluation**	**Finance, Resources & Training**	**Status RAG**
1.2 Build ongoing, holistic understanding of pupils and their needs, to develop a positive and supportive experience of classroom based learning, evidenced through High Quality Adaptive Teaching.	**Assistant Principal Inclusion & Vice Principal Teaching and Learning.**	Ongoing	All students can access the lesson through adaptations put into place and are enabled to make progress in line with National Average. All teaching and support staff aware of and implement adaptations to support access to the curriculum areas they teach and support in	Robust CPD in place targeting areas of development for teaching and support staff. Self-evaluation and monitoring to inform CPD focus areas. Robust QA in place at all levels.	Academy Self evaluation process, Robust QA process.	Curriculum /CPD budget, SEND, PP.	Amber

1. Priority 1: Improving Access to the Curriculum							
Actions	**Person/s Leading**	**Timescale**	**Success Criteria**	**Monitoring & Support Arrangements**	**Evaluation**	**Finance, Resources & Training**	**Status RAG**
1.3 Develop expertise of LSA and TA staff to complement high quality teaching with carefully selected, evidence based interventions based on analysis of school context/needs.	Assistant Principal Inclusion (SENDCo)	Ongoing	Reviewing types of support required as needed. Students engaging with curriculum, with intervention/support in place and wider school life.	Robust CPD in place. Monitoring through APDR, Attendance, progress and ATL. Through line management structure	SLT Line Management Evaluation through analysis of student progress through APDR process including KPI, termly progress, engagement, attendance, ATL, self evaluation process and student voice.	SEND, PP, Curriculum/CPD	Amber
1.4 Multi agency assessments actioned for all students at risk. External support is identified for all students in need.	Assistant Principal Inclusion, CWC Pastoral Leads	Ongoing	Support actions and strategies identified and implemented for individual students, reduced risk. Specific actions/bespoke support in place to support individual students from a range of outside professionals including but not limited to: Educational psychology, CAMHs, Specialist teaching HI, VI, AO, C&L, Occupational therapy, Virtual school, Social care.	Through line management reporting structure	SLT line management APDR process	CWC faculty budget, SEND, LAC funding	Green

1. Priority 1: Improving Access to the Curriculum							
1.5 Students with identified needs to have access to equipment and resources to support learning	Assistant Principal Inclusion, Vice Principal Teaching and Learning	Ongoing	Resources, support actions and strategies identified and implemented. Prioritise software that needs to be purchased eg EAL reader pen. Seek specialist advice from HI, VI and Occupational therapy as needed. Attend SEND network events for specialist advice.	Through line management reporting structure Robust QA process APDR	SLT line management APDR	CWC budget, ICT budget/capital, SEND	Amber
1.6 All students at potential need identified and assessed for public examination access arrangements.	Assistant Principal Inclusion, Assistant SENDCo, Vice Principal Teaching and Learning, Exams officer	Ongoing	Resources, support actions and strategies identified and implemented as normal way of working in preparation for public examinations.	Through Line Management reporting structure APDR	Self evaluation Vice Principal Teaching and Learning/Curriculum	CWC budget, exam budget (invigilation/scribes/readers)	Green

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 build on recent improvements in lift access and classroom location to develop equitable access to the Academy.	**CWC AOM**	Ongoing	Clear access for students, staff and visitors. Environmental audits in place from VI, HI and Occupational therapy and actioned as appropriate. Risk assessments and PEEPs in place for identified students.	Reviewed annually or as necessary for individuals' needs	Review and evaluation regularly by Health and Safety Group. DRET audit.	Sits within premises budget for provision of equipment, fabric alteration, training resources	Amber
2.2 Emergency evacuation systems to include alarms with both visual and auditory components in key areas where advised, evacuation processes reviewed for suitability for safe evacuation of disabled persons.	**CWC AOM**	Ongoing	Personalised evacuation plans in place for identified students. All occupants aware of evacuation alarms and evacuation process safely and quickly completed.	Regular testing of system; regular evacuation drills; timed and logged. Health and Safety audits. Log books. Every	Review and evaluation by Health and Safety group. DRET audit. Pupil voice (students with PEEP).	Sits within premises budget; external fire safety consultancy from fire officer, H &S consultancy.	Green

Priority 2: Improving Access to the Physical Environment							
Actions	**Person/s Leading**	**Timescale**	**Success Criteria**	**Monitoring & Support Arrangements**	**Evaluation**	**Finance, Resources & Training**	**Status**
2.3 To provide appropriate equipment for students with physical, sensory, visual or hearing impairment is in place.	**Assistant Principal Inclusion, CWC AOM**	Ongoing	Awareness of students requiring sensory support. Specialist advice actioned as necessary. Provision in place as necessary.	Regular review of needs and requirements.	Line Management Pupil voice	Specialist teaching, NHS. Bid for top up funding where appropriate. SEND budget including EHCP funding where appropriate.	Green
2.4 Classrooms optimally organised for disabled/pregnant students.	**CWC AOM**	Ongoing	Provision in place to ensure access and suitability of classroom arrangements for these students generally and in relation to specific needs.	Site operations manager/appropriate CWC teaching and pastoral staff.	Monitor and evaluate as part of the duties of Health and Safety group.	Sits within premises budget, may require additional specific training and resources from external consultancy.	Green
2.5 Review layout and operation of Excellence Hub to improve physical accessibility.	**CWC AOM**		Improved for all.	Site operations manager/appropriate CWC teaching and pastoral staff.	Line Management	Premises budget	Green

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. Enhance the PD programme ensuring all stakeholders aware of protected characteristics.	Principal	Ongoing	Increased and improved engagement of groups with protected characteristics with the academy	Monitored by SLT; supported by appropriate staff and ASC, Trust.	Monitored and evaluated as part of academy self-evaluation processes; feedback from groups/individuals	May draw on elements of several budgets eg marketing CWC	Amber
3.2 To ensure the academy website is clear, simple and easy to navigate. Written information will be provided in alternative formats as necessary.	Principal DRET Head of Communications	Ongoing	Website redesigned to be clear, simple and easy to navigate. All stakeholders able to access information.	Monitored by business manager DRET Head of Communications	Survey website users to assess against success criteria and identify improvements. Evaluation by Principal and ASC committee.	Sits within marketing budget; additional resources required - training provided by DRET Head of Comms/external consultancy re website design.	Green