DDAT
Derby Diocesan Academy Trust



Accessibility Plan
July 2026

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To be reviewed: July 2027

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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.

The school's values of Community and Responsibility and Integrity are taught in such a way as to consider every person in our school community regardless of race, gender, or other protected characteristics. Our overarching theme of valuing all people ensures that our staff and children practice tolerance of all faiths and beliefs.

We aim to promote pupils' spiritual, moral, social and cultural development, with special emphasis on promoting equality and diversity, and eradicating prejudicial incidents for pupils and staff. Our school is committed to not only eliminating discrimination, but also increasing understanding and appreciation for diversity.

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.

In line with the Equality Act 2010 (Schedule 10), the school publishes and maintains an Accessibility Plan which sets out how we will:

- Increase access to the curriculum for pupils with disabilities

- Improve the physical environment of the school to increase access

- Improve the delivery of information to pupils with disabilities

The plan is reviewed at least every three years, and more frequently if circumstances require.

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 Environment3. Physical Environment

This school is made up of 7 classrooms and other rooms that surround a central school hall. Key stage 1 is situated furthest away from the front entrance, through the hall. The building has a playground to one side of it and a large school field behind.

Over the years the school has been extended due to need and additional rooms have been added to the outside of the building. KS1 and 2 classrooms surround hexagonal ‘middle areas’ with a door into that area and a fire door into the playground. EYFS is comprised of two additional rectangular classrooms added onto KS1. These rooms are open plan and have no dividing door.

The building in single storey and there are access ramps on the external doors to the main entrance, junior corridor, 2 KS” classrooms and key stage 1 middle area. All classrooms are on the same level once inside the building.

The playground and field are on one level. All doors within the main building are wide enough to allow wheelchair access.

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 has a car park which is accessed through an automatic gate. The kerb between the carpark and main entrance has been lowered to allow wheelchair access.

4. Action plan

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

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 for pupils with a disability	• 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	The curriculum is fully accessible to all pupils	Ensure appropriate deployment of support staff Ensure high-quality teaching through CPD for all Improve access to ICT for all pupils	Head teacher Headteacher Headteacher	Asap Continuous Asap	Programmes of support, staff lists. Ensure all pupils have full access to the curriculum, working with independence when appropriate and interacting fully with peers 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

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	• Ensure all staff are aware of disabled children's curriculum access		Children have opportunities to work individually and also co-operatively and collaboratively in pairs, groups and whole classes ICT used to support disabled pupils' access to the curriculum		Continuous	Observations of lessons, learning walks and scrutiny of children's work confirm effective differentiation. All pupils are making at least good progress as confirmed by assessment and tracking data, Foundation Stage scores and End of Key Stage Teacher Assessments.

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
	• Monitor and track progress and achievement of pupils with additional needs • Ensure all pupils participate in physical activities		Individual Provision Maps formulated and shared with parents and external agencies aimed at being accessible and understandable to all concerned Provision cost mapping ensures best value is achieved for pupils with additional needs School accesses appropriate equipment specific to a pupils' needs, e.g. special grip pens, coloured overlays, writing easels, etc. Specific staff training for teachers, teaching assistants and			Staff aware of how they can meet the needs of individual children with a diverse range of learning and behaviour needs.

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	Ensure all school trips are accessible to all		midday play leaders who support disabled pupils, e.g. Training for children with sight impairments, speech impediments, children with autism. SEND training carried out annually SENCO and class teacher meetings. Pupil progress meetings evaluate the progress of pupils with additional needs in each class. Arbor, FFT and Brackenfield data systems. Regular liaison with parents.		Continuous	Staff trained and feel confident in supporting specific pupils. Children with additional needs are making at least expected progress

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			Individual access plans for disabled pupils when required. Advice taken from external agencies and parents. Staff trained to enable pupils to access all physical activities. Risk assessments undertaken for specific pupils. Individual risk assessments undertaken for specific pupils.		Continuous	All children participate fully in all physical activities All children able to take part in school trips safely and confidently

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			Site visits undertaken by designated staff prior to the visit. Involve parents in decisions. Provide extra support for vulnerable pupils.		Continuous	

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
					Continuous	

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
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • 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 School is aware of the access needs of disabled children, staff & parents/carers	The site is accessible for all pupils.	Ensure that reasonable adjustments are maintained and modified as and when required. Provide shaded area for pupils outside in hot weather Solution to be found in rooms prone to overheating and affected by sun glare Create access plans for individual disabled children/adults as part of the Risk Assessment/MEP process. To consult and work with the whole school community to gather appropriate information	Headteacher and Trust. Headteacher Headteacher	Continuous. During spring term As required On entry to school	All pupils can access their environment and can move in and around site freely. Increased use of outside spaces in hot weather Glare from sunlight reduced. Temperature affected rooms reduced and comfort increased Individual plans in place for all disabled stakeholders. Use information gathered to plan adjustments. PEEPS Individual Medical Care Plans Personalised Risk Assessments

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
	• Ensure that all disabled pupils can be safely evacuated		Put in place Personal Emergency Evacuation Plans for pupils where appropriate Ensure designated staff are aware of their responsibilities. Regular evacuation practices (known and unknown).		On entry to school, and then reviewed accordingly	All disabled children can evacuate the building safely and quickly in an emergency. 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. 2 parents have currently given staff permission to carry their child out of the building in the event of an emergency
	Ensure visually stimulating environments for all children.		Colourful, lively displays on beige backgrounds in classrooms and inviting role play/reading areas can be found in each classroom.		Continuous	Lively and inviting environment maintained

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	Improve signage and access for visually impaired stakeholders Ensure visually impaired pupils can access climbing equipment and PE equipment		Instal LED lighting to improve visibility and to be energy efficient . Obtain advice on appropriate styles and colours for signs when required Bright yellow tape to be stuck around the edges of climbing equipment and PE equipment.		Continuous Continuous	Signage and access for visually impaired stakeholders is clear Visually impaired pupils can access climbing equipment and PE equipment safely because they can see the edges of this equipment.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Online and interactive resources including audio/video clips	Review information for 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.

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	• Pictorial or symbolic representations e.g visual timetable, rules and routines	Improve the delivery of information in writing in an appropriate format Ensure all staff are aware of guidance on accessible formats Provide information in other languages for pupils or prospective pupils	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment Guidance to staff on dyslexia and accessible information Access to translators, sign language interpreters to be considered and offered if possible	Headteacher/SBM SENCo SENCo	Continuous Continuous Continuous	Excellent communication. On-going appropriate use of resources Staff produce their own information 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