Accessibility Policy (and plan)

Version:	1
Trust Board Approval:	June 2020
Date of Last Review:	November 2024
Date of Next Review:	August 2025

Contents

1. Aims

The Trust aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Under the Equality Act 2010 Academies are required to have an accessibility plan. The purpose of the plan is to:

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

Each Academy plan will be made available online on the Academy's website, and paper copies are available upon request.

The Trust is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues and supports any available partnerships to develop and implement the plan.

The Trusts complaints procedure covers the accessibility plan. If there are any concerns relating to accessibility in the Academy, that 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 Academies on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Academies are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with the Trusts funding agreement and articles of association.

The following Action Plan is to be completed by each Academy Principal to demonstrate the Trusts commitment and compliance to the Equality Act 2010.

3. 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 the Academy on its own analysis of their current practice. They are not a thorough representation of good practice, and should be adapted to suit your Academy'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
Ensure staff are appropriately trained to support in removing barriers for some students	A significant amount of teachers have the skills and attitude to ensure student needs are met.	Short – Identify those staff not currently succeeding Medium – Staff Mentoring Medium – External training	Quality assurance of lesson delivery and use of student Passports Staff training to be scheduled External training to strengthen the understanding of TIPs	Curriculum Leaders SENDco SENDco	Jan 25 Jan 25 March 25	An identified cohort will have been established Training will have taken place Reduced cohort of identified teachers
Increase access to the curriculum for students with a disability	Duke's offers a differentiated curriculum for all students.	Short term – Staff members need to further develop their skills to support students with SEND	Training programme delivered to staff to provide appropriate CPD opportunities, to include; *teaching*	SENCO	Dec 24	Staff will be able to differentiate lessons consistently and appropriately.

We use resources tailored to the needs of students who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all students, including those with a disability. Targets are set effectively and are appropriate for students with additional needs. The curriculum is reviewed to ensure it meets the needs of all students.	Medium term -Learning Support team meets the extended high level of needs, including those students with EHCPs Short term – Use of technology in the Maths department matches the needs of the students, as well as the changing landscape of abilities of students Long term – Duke's is meeting the needs of all students in terms of accessibility for exams, such as adapted papers and tech software. Short term – Subject local offers highlight changes that have taken place to meet the needs of the new/changing cohort	*students with a disability, responding to changing student need, 'teaching students with visual impairment'* Review of current provision to take place and matched to level of need Technologies such as Texthelp are to be explored and trialed in Maths. Staff development, including subject specific training on adapted papers and use of technology in assessments Subject Local Offers adapted for the new academic year	SENDCo/ Principle Curriculum Leader Maths Exam's Officer / Learning Support Manager Curriculum Leaders	January 2024 January 2024 July 2025 June 2025	The Learning Support team is fully resourced and matches the needs of highest-level needs students, including those with EHCPs Use of technology in Maths matches other areas across the Dukes. All students are able to fully access their exams, including utilising technology to overcome barriers to success.

Accessibility Plan

						Curriculum is suitable for the current cohort and their needs
Improve and maintain access to the physical environment	*The environment is adapted to the needs of students as required.* *This includes:* - *Ramps* - *Corridor width* - *Disabled parking bays* - *Disabled toilets and changing facilities* - *Library shelves at wheelchair-accessible height*	Short term – Lifts and ramps to be audited and maintained to ensure that they are accessible at all times for students who need them. Medium term – All classrooms must be suitable for students with visual and hearing impairment Long term – Children with physical disabilities need a place to have physiotherapy	Audit of current equipment to be carried out and equipment regularly maintained Incorporation of appropriate equipment and use of Braille and radio aids where necessary and appropriate Room to be provided for changing and physiotherapy with appropriate bed and hoist.	Site team SENCO Site team/SENCO	December 2024 March 2025 July 2025	Lifts and ramps remain fit for purpose Classrooms are suitable and can be accessed by students with visual and hearing impairments. There is a suitable place for physiotherapy
Improve the delivery of information to students with a disability	*Our Academy uses a range of communication methods to ensure information is accessible. This includes:* - *Internal signage*	Short term – Students with SpLD must be able to access all written information.	All documentation should be available on coloured paper as appropriate.	SENCO	December 2024	All documentation is accessible to all learners

	• *Large print resources* • *Braille* • *Pictorial or symbolic representations*	Students with visual impairments must be able to access all written information,	All documentation should be available as an enlarged version or in braille as appropriate. All written information should be available at a suitable reading age.			
		Medium Term – Written information needs to be accessible to students with English as an additional language	Liaise with outside agencies and provide training for staff on ensuring that they can adapt written information for EAL learners	EAL Co-Ordinator	March 2025	All documentation is accessible to all learners

4. Monitoring arrangements

This document is approved by the Trust Board will be reviewed every 2 years, but may be reviewed and updated more frequently if necessary.

The individual Academy Action Plans will be reviewed by the Principal and members of the Senior Leadership Team as appropriate.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting students with medical conditions policy
- First Aid and Medicines Policy

Appendix 1:

Accessibility audit Culture & Ethos, Staff Training, Provision of information

The table below contains some examples of features you might assess as part of an audit of the Academy's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

	RAG	Issues identified	What sort of issue is it?	Next Steps
1. Culture and ethos –policies and practices				
1.1 Everyone is made to feel welcome, including those with physical disabilities or sensory impairments				
1.2 There are high expectations of all students and staff				
1.3 Staff, Local Governors and students share a philosophy of inclusion				
1.4 Students equally valued				
1.5 Staff seek to remove all barriers to learning and participation		There are some staff who do not have the skills/training to know how to do this	Training	Identified staff training
1.6 Lessons are made accessible to all students				

1.7 We make the best use of teaching assistants (LSAs, HLTAs)		LSA are not always utilised well in the classroom	Training	Analysis of data to drive need for expansion of the Learning Support Team
		Not all areas of highest-level need have LSA support	Resource	Development & QA of LSA standards
		Allocation of LSAs does not match EHCP need	Resource	Expansion of the Learning Support Team to cover all areas of need

2. Staff training

2.1 Staff are familiar with technology developed to assist people with disabilities		Technology is not currently used to support or assist students with disabilities in Maths	Training, Resource	Implementation of technology that meets the needs of the Maths curriculum
2.2 Teachers and teaching assistants have the necessary training to teach and support students with a disability		Identified teachers require mentoring, as a follow up to recent training and development	Training, Resource & Communication	Monitoring the impact of mentoring, development of CPD action plan to include '*teaching students with a disability*'
2.3 Teachers are aware of how classrooms should be optimally organised for students with a disability		Identified teachers require mentoring, as a follow up to recent training and development	Training, Resource & Communication	A classroom Audit needs to take place and action plan put in place
2.4 Teachers receive training in ensuring that lessons are responsive to the diverse nature of student needs and abilities		Identified teachers require mentoring, as a follow up to recent training and development	Training, Resource & Communication	Monitoring the impact of mentoring, development of CPD action plan to include '*responding to changing student needs*'

3. Provision of written information

3.1 Provisions are made for making information available to all people who may need access to goods, services and facilities	■			
3.2 We provide access to computer technology appropriate for students and adults with disabilities	■	Computers/laptops are available but not currently in use	Training	Significant training of staff and students is needed to ensure this is purposeful
3.3 We provide access to internet resources appropriate for students and adults with disabilities	■			
3.4 We ensure that information is presented to groups in a way which is user friendly for students and adults with visual disabilities e.g. by reading aloud, overhead projections and describing diagrams	■	Identified teachers require mentoring, as a follow up to recent training and development	Training, Resource & Communication	Monitoring the impact of mentoring, development of CPD action plan to include 'teaching students with visual impairment'
3.5 We have the facilities to produce written information in a variety of font sizes	■			
3.6 We make use of RNIB guidelines formats (RNIB guidelines may be obtained from www.rnib.org.uk)	■			

Appendix 2:

The table below contains some examples of features you might assess as part of an audit of the Academy's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3 Stories – Ground and first floor are accessible either by main stair case or lifts. Second floor is for access to roof only, no need for student access.	Maintained daily by the Estates Team and issues reported by all staff.	Estates Team	Ongoing
Corridor access	18 Corridors all accessible via staircases or lifts	Maintained daily by the Estates Team and issues reported by all staff	Estates Team	Ongoing
Lifts	3	Maintained daily by the Estates Team and issues reported by all staff	Estates Team	Ongoing
Parking bays	70 Standard Parking Bays, 3 Disabled bays and 0 motorcycle bays	Maintained daily by the Estates Team and issues reported by all staff	Estates Team	Ongoing

Entrances	2 Sports Hall; 2 Arts Block & Training Centre 13 Main School Building All accessible to wheelchair bound visitors.	Maintained daily by the Estates Team and issues reported by all staff	Estates Team	Ongoing
Ramps	0	No ramps are required as we have lift access everywhere and exits are on a level with the pavement	Estates Team	Ongoing
Toilets	50 Standard 14 Disabled	Maintained daily by the Estates Team and issues reported by all staff	Estates Team	Ongoing
Reception area	2 Reception Areas– Both at ground floor. One at vale one at Dukes. All floors can be accessed from here either by the lift of the stair case.	Maintained daily by the Estates Team and issues reported by all staff	Estates Team	Ongoing
Internal signage	All signage is clear.	Maintained daily by the Estates Team and issues reported by all staff	Estates Team	Ongoing
Emergency escape routes	36 - All stairs have evac chairs in place.	Estates Team – Regular patrols to ensure all exits are clear from obstructions	Estates Team	Ongoing