



Accessibility Plan November 2025

Reviewed July 2026

Approved by the Trust Board on:

Due for Review on:

Contents

1. Aims..... 3

2. Legislation and guidance 3

3. Physical Environment4

4. Action plan..... 5

5. Monitoring arrangements..... 12

6. Links with other policies..... 12

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. We have appropriate provisions in place to overcome all barriers to learning and ensure pupils with SEND and disabilities have full access to the National Curriculum.

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 Environment

School comprises of one building. There are two playgrounds – KS1 and KS2 and a field adjoined to the KS2 playground. Each playground has a trim trail. The 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 corridors. The KS2 playground has an area of EYFS outdoor provision with sloped access 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 are two disabled toilets, all with handrails and emergency pull cords.

The school has its own carpark. Offsite parking for staff and visitors is available close to the main entrance into school on the road. During school hours, parking is available outside of the main school entrance on Twyford Road, the village hall or the Brookfield Pub.

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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Planning in all year groups is adapted and resources available to aid children if required.	School's tracking data shows that children make good progress or better from their starting point. ASP data shows at least good progress from Key Stage 1 to key Stage 2.	Ensure appropriate deployment of support staff	Head teacher	Asap	Programmes of support, staff lists.
	Curriculum progress is tracked for all pupils, including those with a disability.		Ensure high quality teaching through CPD for all. Specific staff training for teachers, teaching	Headteacher	Continuous	Ensure all pupils have full access to the curriculum, working with independence when appropriate

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<p data-bbox="481 343 855 502">1 To use and consistently apply a range of strategies to support positive behaviour.</p> <p data-bbox="526 981 810 1069">To provide a range of technology to enhance teaching and learning.</p> <p data-bbox="526 1236 855 1412">Specific Risk Assessments will be carried out on a regular basis for any special events and or visits to ensure access to all outside learning activities.</p>	<p data-bbox="878 359 1124 510">All children will have their needs met and be able to access the curriculum. Calm classrooms.</p> <p data-bbox="878 901 1079 1053">Computers and l pads used to support learning and evident on plans.</p> <p data-bbox="878 1173 1124 1284">All risk assessments complete. All children have access to trips.</p> <p data-bbox="878 1356 1102 1412">Risk assessments in place and</p>	<p data-bbox="1146 263 1420 510">assistants and midday play leaders who support disabled pupils, e.g. Training for children with sight impairments, speech impediments, children with autism.</p> <p data-bbox="1146 542 1420 598">SEND training carried out annually.</p> <p data-bbox="1146 630 1420 845">Formal and informal observations by the Headteacher and SLT show that staff are applying strategies. Children are calm and accessing learning.</p> <p data-bbox="1146 909 1370 965">Improve access to ICT for all pupils</p> <p data-bbox="1146 1157 1326 1276">Individual risk assessments undertaken for specific pupils.</p> <p data-bbox="1146 1316 1420 1404">Site visits undertaken by designated staff prior to the visit.</p>	<p data-bbox="1442 359 1599 383">Headteacher</p>	<p data-bbox="1688 359 1756 383">Asap</p> <p data-bbox="1688 790 1823 813">Continuous</p>	<p data-bbox="1886 263 2065 319">and interacting fully with peers.</p> <p data-bbox="1886 359 2087 566">Observations of lessons, learning walks and scrutiny of children's work confirm effective differentiation.</p> <p data-bbox="1886 606 2087 933">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.</p> <p data-bbox="1886 973 2087 1212">Staff aware of how they can meet the needs of individual children with a diverse range of learning and behaviour needs.</p> <p data-bbox="1886 1284 2087 1396">Staff trained and feel confident in supporting specific pupils.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<p>Risk assessments to be put in place for specific SEN children with additional needs.</p> <p>To review the school curriculum to ensure that it meets the needs of all children. SEN children are not removed from the same lessons each week.</p> <p>Investigate and purchase resources for children with specific disabilities to ensure their needs are met.</p>	<p>reviewed.</p> <p>Rolling programme amended if necessary and new programmes put into place.</p> <p>All children to have equal access to the curriculum.</p>	<p>Children have opportunities to work individually and also co-operatively and collaboratively in pairs, groups and whole classes</p> <p>School accesses appropriate equipment specific to a pupils' needs, e.g. special grip pens, coloured overlays, writing easels, etc.</p>		<p>Continuous</p> <p>Continuous</p> <p>Continuous</p> <p>Continuous</p>	<p>Children with additional needs are making at least expected progress.</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>All children participate fully in all physical activities</p> <p>All children able to take part in school trips safely and confidently.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>Ensure that all classrooms and corridors are clear of clutter so that a wheelchair can move easily around.</p> <p>Maintain alarm testing for auditory.</p>	<p>The site is accessible for all pupils.</p> <p>Alarm tests are logged. Headteacher carries out regular fire drills. These are logged.</p>	<p>Ensure that reasonable adjustments are maintained and modified as and when required.</p> <p>Put in place Personal Emergency Evacuation Plans for pupils where appropriate</p> <p>Ensure designated</p>	<p>Headteacher and Trust.</p> <p>Headteacher</p> <p>Headteacher</p>	<p>Continuous.</p> <p>As required</p>	<p>All pupils can access their environment and can move in and around site freely.</p> <p>Individual plans in place for all disabled stakeholders.</p> <p>Use information gathered to plan</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<p>Ensure PEEPs are in place for all children using a wheelchair or walking frames.</p> <p>Create sensory areas/ quiet areas in the playground for children who need quiet and calm spaces.</p>	<p>PEEPs are in place and all staff are aware.</p> <p>Quiet spaces available to children.</p>	<p>staff are aware of their responsibilities.</p> <p>Regular evacuation practices (known and unknown).</p> <p>Create access plans for individual disabled children/adults as part of the Risk Assessment/MEP process.</p>		<p>On entry to school</p> <p>On entry to school, and then reviewed accordingly</p>	<p>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>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Continue to ensure written materials/ information can be provided in a range of formats if required e.g. large print.</p> <p>To seek advice when appropriate from outside agencies about alternative forms of written information.</p> <p>To constantly review the needs of the school community in order to ensure that all can access written information.</p>	<p>Review information to parents/carers to ensure it is accessible.</p> <p>Improve the delivery of information in writing in an appropriate format</p> <p>Ensure all staff are aware of guidance on accessible formats</p>	<p>Provide information and letters in clear print in "simple" English. School office will support and help parents to access information and complete school forms</p> <p>Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment</p> <p>Guidance to staff on dyslexia and accessible information</p>	<p>Headteacher/SBM</p> <p>Headteacher/SBM</p> <p>SENCo.</p>	<p>Continuous</p> <p>Continuous</p> <p>Continuous</p>	<p>All parents receive information in a format that they can access. All parents understand what the headlines of the school information are.</p> <p>Excellent communication. On-going appropriate use of resources</p> <p>Staff produce their own information</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
		Provide information in other languages for pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered if possible	SENCo.	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