Diocese of Hereford Multi-Academy Trust

Accessibility Statement for Academies of the Trust

Date Approved	Dec 2023
Version	3.1
Review Date	Dec 2026

1. Accessibility Statement

1.1 The Equality Act, Schedule 10, requires all academies to have an Accessibility Plan. This plan should cover:

a) Increasing the extent to which pupils with a disability can participate in the curriculum within the Diocese of Hereford Multi-Academy Trust ('Trust') academies.

b) Improving the physical environment of the academies in the Trust for the purpose of increasing the extent to which pupils with a disability are able to take advantage of education and benefits, facilities or services provided or offered by the academy, and

c) Improving the delivery to pupils with a disability of information, which is readily accessible to pupils who do not have a disability.

2. Responsibility of Academies

2.1 In Trust academies, the creation of an Accessibility Plan is delegated by the Directors to the Local Academy Board (LAB) of each member academy to ensure that local needs are reflected.

2.2 The Accessibility Plan must be reviewed every three years and must be approved by the LAB (although the composition of the plan may be delegated to a committee, an individual LAB member or the Headteacher).

2.3 Academies should provide adequate resources for implementing their Accessibility Plan and for ensuring regular review. Ensuring effective accessibility, though, is a collective responsibility and the plan should be shared with all stakeholders to enable them to support this process.

3. Format

3.1 An academy Accessibility Plan may be a freestanding document but can also be published as part of another document. A checklist and example format are included below, but academies should, wherever possible, keep their document concise whilst focussing on the principles of accessibility

4. Trust Statement of Intent

4.1 The Trust is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to continually developing a culture of inclusion, support and awareness within the Trust.

4.2 Equality Impact Assessments will be undertaken as and when policies are reviewed. The terms of reference for all committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

4.3 The Trust policy on equality aims to ensure that there is no discrimination against any group with a protected characteristic of age, disability, gender reassignment, marriage or civil partnership, pregnancy & maternity, race, religion or belief, gender or sexual orientation. The Trust's intention is that any person with a disability, whether a pupil or employee, are not treated any less favorably in the service, education or support they receive than people without a disability. Meeting these requirements is fully consistent with the Trust's Equality Policy.

4.4 At a macro level, the Trust will ensure that all new building work meet the needs of users with a physical disability and will work towards making all of its accommodation accessible where it is practical to do so.

4.5 Whilst the relevant legislation refers specifically to pupils and their participation in an academy, when drafting accessibility plans, Trust academies should also not lose sight of staff and visitors and their accessibility needs.

Version Control

Version	Date	Revision
3.0	January 2020	Amend Local Governing Body to Local Academy Board
3.0	January 2020	Amend Governor to Local Academy Board member
3.1	December 2023	Reviewed and Approved by The Board

Appendix 1- Accessibility Plan Checklist

What to Cover	Tips
Accessibility plans must set out how the academy will: • Aim to increase the extent to which pupils with disabilities can participate in the curriculum; • Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided; • Improve the availability of accessible information for disabled pupils.	An audit could help you to identify potential barriers to access, and what you could do about them. For example: • Are all the shelves in the library accessible to all? • Is there adequate lighting in all areas? • Is information provided in large print, Braille, etc.? • Do the curriculum and resources include examples of people with disabilities? • Do admissions policies ensure equal accessibility?
Policy introduction	What is the purpose of the policy? What legislation does it comply with? How does it help the academy meet its aims and values?
Details of how you will make the academy's curriculum, physical environment and information more accessible for people with disabilities	This section of the policy could include: • Targets • The strategies that will be employed to meet these targets • Timescales • Who is responsible for particular targets/strategies • Success criteria
Monitoring and evaluating the plan	When was the plan approved? When will it be reviewed? By whom?

Appendix 2 - Considerations around the Academy

Areas	Features
School buildings	Are entrances and exits to classrooms flat and accessible to wheelchairs? Are accessible disabled toilets provided? Are light switches and door handles suitably positioned for wheelchair users?
ICT equipment	Is there adequate provision for wheelchair users, such as laptops or hand-held devices?
Outside areas	Is access available to all pupils? Are pathways sufficiently wide for wheelchair access? Are pathways flat and obstacle free? Are ramps provided as an alternative to steps?
Lesson planning	How will you support the needs of all learners? Consider variation of activities,timing,instructions, equipment, teaching style etc.
Materials	Are written materials accessible to all, and in the format needed?
Use of support staff	How will support staff enable effective accessibility during the lesson?

	Will their use allow all children and young people to be equally included in class activities?
Classroom organisation	Do arrangements consider mobility impairments, hearing impairments, visual impairments, children with challenging behaviors etc.? What seating plans will be in use?
Unexpected incidents	What systems are in place for dealing with unexpected incidents such as evacuations or medical episodes?

Through engaging classroom staff in the process of drawing up an Accessibility Plan, other practical considerations can be met.

Appendix 3 - Example Accessibility Statement

Vision Statement

The Equality Act, Schedule 10 requires all schools to have an Accessibility Plan.

The purpose of XXXXXX Accessibility Plan is to meet the requirements of the Equality Act and to support:

a) Increasing the extent to which pupils with a disability can participate in the curriculum;

b) Improving the physical environment of the academy for the purpose of increasing the extent to which pupils with a disability are able to take advantage of education and benefits, facilities and services;

c) Improving the delivery to pupils with a disability of information which is readily accessible to pupils who do not have a disability;

XXXXXX recognise that a person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities.

XXXXXXXX is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010, with regard to disability and to continually developing a culture of inclusion, support and awareness within our academy. Training and guidance will be provided to all members of staff to ensure that they can participate in delivering the plan.

This plan will be monitored regularly by the Local Academy Board, and will be reviewed every three years to continue to ensure that it is appropriate to the needs of our academy.

It will be shared with all employees, and in the wider academy, to ensure transparency and to foster the view that delivering accessibility is the responsibility of the academy community, and not just the Local Academy Board and Headteacher.

Appendix 4 Model Academy Accessibility Plan

Name of academy **Date:**

Aim	Actions to be taken		Responsibility	Resources required	Milestones	Success criteria

Accessibility Audit

Academy: **Date:**

Feature	Description	Actions to be taken	Responsibility	Timeline
Entrances				
Reception Area				
Parking area				
Number of floors				
Lifts				
Ramps				
Toilets				
Corridor access				

Signage				
Emergency access routes				
Pathways				
Playing fields/ playground				
Classrooms				