DDAT

Derby Diocesan Academy Trust



Accessibility Plan
July 2026

Approved by the Trust Board on: 10th July 2026

To be reviewed: July 2027

Contents

1. Aims 3
2. Legislation and guidance.....3
3. Physical Environment 4
4. Action plan 4
5. Monitoring arrangements.....7
6. Links with other policies.....7

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.

In continually striving towards these aims, we also enact the educational vision of the Church of England by educating with 'dignity and respect', because we ensure 'the equal worth of those with and without special educational needs and disabilities is recognised'2 in our practice.

The staff at St Giles CE Primary and Nursery School work in tandem with one another, whilst also collaborating closely with neighbouring trust schools through a strong and effective partnership. This established collaboration allows our children, families and staff to benefit from the expertise of a dedicated, non-class-based SENCO and the support of a highly effective Inclusion Team. Our commitment to inclusive practice is further enhanced by the guidance and support we receive from Derby Diocesan Academy Trust and the local authority.

Our Accessibility Plan is resourced, implemented, reviewed and revised in consultation with:
· The Head of School, SENCOs and the Inclusion Team.
· Members of our school's Local Trust Committee including our link governor.
· Our Trust (Derby Diocesan Academy Trust).

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

The school building is single-storey, providing good accessibility for wheelchair users and those with mobility needs. All access points are either level or ramped, including the main entrance and access to the playground, field and Forest School area, ensuring that the school environment is accessible to all.

Internal doors throughout the main school buildings are sufficiently wide to enable wheelchair access. External doors are secured using fob access and are designed to open automatically when the school fire alarm is activated, supporting safe and accessible evacuation.

The school has appropriate internal emergency signage and emergency lighting. All emergency escape routes are clearly identified. Personal Emergency Evacuation Plans (PEEPs) are used where required to ensure that individuals who may need additional assistance are supported appropriately during an emergency evacuation.

A disabled toilet is centrally located within the school building and is equipped with appropriate handrails and emergency pull cords to support accessibility and independence.

The school has its own car park, which is primarily used by staff and visitors. Parents and carers are not permitted to use the school car park unless they hold a valid disability badge and are using the designated disabled parking bay. Currently, three families access this provision to support the safe drop-off and collection of their children. Off-site road parking is available for parents and carers close to the main entrances to the school, providing additional access to the school site.

4. 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 your own analysis of your current practice. They are not a thorough representation of good practice – you will need to adapt it to suit your school'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
Increase access to the curriculum for pupils with a disability	Explain your school's approach here. Examples: • 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		Ensure appropriate deployment of support staff Ensure high quality teaching through CPD for all Improve access to ICT for all pupils Children have opportunities to work individually and also co-operatively and collaboratively in pairs, groups and whole classes ICT used to support	Head teacher Headteacher Headteacher	Asap Continuous Asap Continuous	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 Observations of lessons, learning walks and scrutiny of children's work confirm effective differentiation. All pupils are

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			disabled pupils' access to the curriculum 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.			making at least good progress as confirmed by assessment and tracking data, Foundation Stage scores and End of Key Stage Teacher Assessments.
	• Ensure all staff are aware of disabled children's curriculum access		Specific staff training for teachers, teaching assistants and midday play leaders who support disabled pupils, e.g. Training for children with sight impairments, speech		Continuous	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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			impediments, children with autism. SEND training carried out annually			Staff trained and feel confident in supporting specific pupils.
	• Monitor and track progress and achievement of pupils with additional needs		SENCO and class teacher meetings. Pupil progress meetings evaluate the progress of pupils with additional needs in each class. FFT and Brackenfield data systems. Regular liaison with parents.		Continuous	Children with additional needs are making at least expected progress
	• Ensure all pupils participate in physical activities		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		Continuous	All children participate fully in all physical activities

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	Ensure all school trips are accessible to all		specific pupils. Individual risk assessments undertaken for specific pupils. Site visits undertaken by designated staff prior to the visit. Involve parents in decisions. Provide extra support for vulnerable pupils.		Continuous	All children able to take part in school trips safely and confidently
Improve and maintain access to the physical environment	Explain your school's approach here. Example: The environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height	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	Headteacher and Trust. Headteacher Headteacher	Continuous. During spring term As required	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

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	• 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 •		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		On entry to school	Individual plans in place for all disabled stakeholders. Use information gathered to plan adjustments. PEEPS Individual Medical Care Plans Personalised Risk Assessments
	• 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.

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						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
	Improve signage and access for visually impaired stakeholders		Instal LED lighting to improve visibility and to be energy efficient . Obtain advice on appropriate styles and colours for signs when required		Continuous	Signage and access for visually impaired stakeholders is clear
	Ensure visually impaired pupils can access climbing equipment and PE equipment		Bright yellow tape to be stuck around the edges of climbing equipment and PE equipment.		Continuous	Visually impaired pupils can access climbing equipment and PE equipment safely because they can see the edges of this equipment.

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Improve the delivery of information to pupils with a disability	Explain your school's approach here. Example: Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations	Review information to parents/carers to ensure it is accessible. 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 information and letters in clear print in "simple" English. School office will support and help parents to access information and complete school forms 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 Headteacher/SBM SENCo/inclusion mgr SENCo/inclusion mgr	Continuous Continuous Continuous Continuous	All parents receive information in a format that they can access. All parents understand what the headlines of the school information are. 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