

DEMAT Accessibility Policy

In the development of this policy consideration has been given to Equality and Diversity (see DEMAT statement) and Data Protection.

Equality and Diversity

DEMAT is committed to promoting equality of opportunity for all staff and job applicants. The Trust aims to create a supportive and inclusive working environment in which all individuals are able to make best use of their skills, free from discrimination or harassment, and in which all decisions are based on merit. We do not discriminate against staff based on age; race; sex; disability; sexual orientation; gender reassignment; marriage and civil partnership; pregnancy and maternity; religion, faith or belief (Equality Act 2010 protected characteristics). The principles of non-discrimination and equality of opportunity also apply to the way in which staff and Governors treat visitors, volunteers, contractors and former staff members.

Data Protection

DEMAT will process personal data of staff (which may be held on paper, electronically, or otherwise). DEMAT recognises the need to treat it in an appropriate and lawful manner, in accordance with the Data Protection Act 2018 (DPA).

	Version	Date
Date approved by the DEMAT Standards and Ethos Committee	1	20/11/18
Date on which the DEMAT consulted with the unions if applicable	1	Not applicable
Effective date as determined by DEMAT	1	20/11/18
Policy to be reviewed annually from date last approved by DEMAT Standards and Ethos Committee	2	November 2019

For all questions in relation to this policy please contact the DEMAT HR Manager on 01353 656760

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Application of the Policy

This policy is to be used by all employees employed by The Diocese of Ely Multi-Academy Trust (DEMAT). The following definitions are included for reference purposes for both School and Central Team staff to enable clarity and transparency when applying this policy.

DEMAT Accessibility Policy

1. Purpose of the Plan

The purpose of this plan is to show how to increase the accessibility of our schools for disabled pupils over time. DEMAT is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. Each school is required to complete an accessibility plan in accordance with the Equality Act 2010.

2. Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

3. Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the DEMAT school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

4. Documents and policies

The Accessibility Plan should be read in conjunction with other school policies, strategies and documents

- Curriculum policy
- Equality Objectives
- Single Equality Policy
- Staff development policy

- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- School Development plan
- Asset Management Plan/ Suitability Survey

5. School Brochure/ prospectus and Vision Statement

The Schools complaints procedure covers the Accessibility plan.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

6. Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how priorities identified in the plan will be addressed. The plan is reviewed annually.

All schools are required to have an accessibility plan, although this can be published as part of another document. The checklist here is designed to help school leaders and governors when writing and reviewing their accessibility plan. It is based on [Department for Education advice on the Equality Act 2010](#).

What to cover	Tips	✓
<p>Accessibility plans must set out how the school will:</p> <ul style="list-style-type: none"> • 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 	<p>An audit could help you to identify potential barriers to access and what you could do about them. For example:</p> <ul style="list-style-type: none"> • 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? 	
<p>Policy introduction</p>	<p>What is the purpose of the policy? What legislation does it comply with? How does it help the school meet its aims and values?</p>	
<p>Details of how you will make the school's curriculum, physical environment and information more accessible for people with disabilities</p>	<p>This section of the policy could include:</p> <ul style="list-style-type: none"> • Targets • The strategies that will be employed to meet these targets • Timescales • Who is responsible for particular targets/strategies • Success criteria 	
<p>Monitoring and evaluating the plan</p>	<p>When was the plan approved? When will it be reviewed? By whom?</p>	

Accessibility plan

Section 1: Vision statement

Comment on:

- *Requirement under the Equality Act 2010 for schools to have an accessibility plan*
- *Purpose of the plan*
- *Definition of disability according to the Equality Act 2010*
- *School aims and values*
- *How the plan links to other documentation and policies*
- *How the plan will be shared*
- *Internal and external monitoring procedures*
- *The plan's focus on the physical environment, curriculum, and written information*
- *Training*
- *Supporting partnerships to help develop and implement the plan, for example with the local authority, trust or federations*
- *Complaints procedures*

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success Criteria
Increase access to the curriculum for pupils with a disability						
Improve and maintain access to the physical environment						
Improve the delivery of written information to pupils						

Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				