



*Enabling all to flourish
rooted in God's love*

Trust Accessibility Policy and Action Plan

Policy type	Trust wide (Tier 3): Plan for localisation
Review	Every three years
Author/Responsible Officer	Inclusion Lead
Approved by	Trust Board
Date of ratification	March 2025
Date of next review	March 2028

This policy is a mandatory policy for all DSAMAT Academies and must be implemented with the localized plan

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OUR POLICY STATEMENT

‘Enabling all to flourish rooted in God’s love’

JOHN 10:10

Our Trust’s mission is to ensure that all pupils are enabled to flourish; academically, socially, spiritually, physically and mentally, rooted in God’s Love. This belief is central to our vision and our work in service of our communities, pupils, staff and families and is rooted in our Christian Foundation. Our policies are underpinned by our Trust and Schools Christian Visions, serving a range of different contexts and school communities.

Our commitment to mutual flourishing within the school community is recognised within our policies and procedures and ensures that we are governed by principles that are guided by the central belief of prospering, thriving and growing for all. Our policies are based on the belief that equitable treatment for all pupils, staff and the wider community is essential for ensuring holistic flourishing for all. Each policy is developed collaboratively and draws upon and is informed by the National Church of England Vision and the Diocesan Board of Education Vision. Our policies are adapted to recognise the individuality of each school and its community.

Our policies provide clear expectations for all Trust colleagues and ensures a consistency of approach across our schools and that we are living out our Trust values of Hope, Nurture, Equality, Respect and Collaboration.

Each policy forms part of our Trust Governance and ensures that we are held to the highest standards as we carry out our duties.

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1. Aims

This policy sets out our approach to accessibility for DSAMAT: each school will draw up and publish their individual accessibility plan.

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

The policy will be made available online on the trust website and each school will publish their school specific accessibility plan on their individual school websites, and paper copies are available upon request.

Our trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The trust supports any available partnerships to develop and implement the plan.

Our trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in one of the schools in the trust, this 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 and trusts on the Equality Act 2010](#).

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 and academy trusts are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with a disability faces in comparison with pupils 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. 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 board of trustees.

It will be approved by the board of trustees.

4. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy



Accessibility Action Plan.

School: Great Barford CE Academy

This action plan sets out our approach to accessibility to complement the DSAMAT Accessibility Policy and in accordance with the Equality Act 2010. We have included a range of stakeholders in the development of this accessibility plan, including staff, parents and lgb members

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AIM	CURRENT GOOD PRACTICE	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	• Our school offers adaptation within the 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	To continue to review the curriculum on offer, including trips, enrichments activities and clubs to ensure that all children are able to access them.	Pre-planning for trips to consider accessibility and any adjustments that may be required.	Clas teacher Oversight from the leadership team	As required	All children attend trips where possible. Risk assessments are completed and adjustments are made where required.

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Improve the delivery of information to pupils with a disability	• Our school uses a range of adaptations to enable accessibility to school life	Employ a range of communication methods to ensure information is accessible. This includes: • Pictorial or symbolic representations • Visual timetables, personal plans • Now/next boards / Communication boards. • Sensory resources • Use of technology to aid pupil accessibility – hearing loops/ talkers etc	Following guidance from EHCP and professionals	SENDCo/Inclusion lead Class teacher	As required	All children will have appropriate adaptation as needed to enable access and understanding
Ensure accessibility for those children and adults with physical needs	• Our school makes reasonable adjustments to ensure children and adults can access the building and a wide and varied physical activities in line with those without physical needs	• Maintain lift • Maintain wheelchair • Installation of ramps • Installation of additional disabled bathrooms • Installation of steps and grab bars in bathrooms and other	Observance of recommendations from professionals	SENDCo/Inclusion lead Leadership team	As required	All children will have appropriate and reasonable adaptation as needed to enable access to the building

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Accessibility Plan 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 headteacher in conjunction with the Trust Inclusion Lead.

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