

# Accessibility Policy

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|------------------------|--|
| Policy type            | Statutory  |
| Author/Reviewer        | Keith Curtis, Head of Facilities   |
| Approved by            | Adrian Ball, CEO   |
| Date of approval       |  |
| Date of next review    | 01/06/2026   |
| Review cycle           | ANNUAL<br>Policies will be reviewed in line with DEMAT's internal policy schedule and/or updated when new legislation comes into force |
| Description of changes | No changes are required in this cycle.   |

## Accessibility Policy

In the development of this policy, consideration has been given to Equality and Diversity and Data Protection.

### Equality and Diversity

The Diocese of Ely Multi-Academy Trust (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 can make the 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 this data in an appropriate and lawful manner, in accordance with the Data Protection Act 2018 (DPA).

|   | Version | Date           |
|---|---------|----------------|
| Date approved by DEMAT Standards and Ethos Committee                    | 1       | 20 Nov 2018    |
| Date on which DEMAT consulted with the unions if applicable             | 1       | Not applicable |
| Effective date as determined by DEMAT                                   | 1       | 20 Nov 2018    |
| Policy review by DEMAT (no statutory revisions required as of May 2025) | 3       | May 2025       |
| Policy to be reviewed annually from date last approved by Trust CEO     | 3       | 01/05/2026     |

For all questions in relation to this policy please contact the DEMAT School Performance Director on 01353 656760.

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**\*Sections 1-3 - All information from these sections should be used by academies to populate a site- specific accessibility plan**

## Application of the Policy

This policy is to be used by all employees employed by The Diocese of Ely Multi-Academy Trust.

## **DEMAT Accessibility Policy**

### **1. Purpose of the Plan**

The purpose of this plan is to show how to increase the accessibility of our academies for disabled pupils/staff/parents/visitors 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 academy must 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 (academies) 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 was drawn up based on information supplied by the Local Authority, and with pupils, parents, staff and governors of the school, and will advise other academy planning documents.

This Accessibility Plan sets out the proposals of the DEMAT academy 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 academy's curriculum, which includes teaching and learning and the wider curriculum of the academy, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the academy 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 academy policies, strategies and documents:

- Curriculum Policy
- Equality Objectives
- Single Equality Policy
- Staff Development Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behavior Management Policy
- School Development Plan
- Asset Management Plan/Suitability Survey

#### 5. Academy Brochure/Prospectus and Vision Statement

The Academy's 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 academy 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 annually. Below is a set of action plans showing how priorities identified in the Plan will be addressed. The plan is reviewed annually.

**Sections 1-3 - All information from these sections should be used by the academy to populate a site-specific accessibility plan.**

**All academies are required to have an accessibility plan, although this can be published as part of another document.** The checklist here is designed to help academy leaders and governors when writing and reviewing their accessibility plans. 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"> <li>• Aim to increase the extent to which pupils with disabilities can participate in the curriculum</li> <li>• Improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided</li> <li>• Improve the availability of accessible information for disabled pupils</li> </ul> | <p>An audit could help you identify potential barriers to access and what you could do about them. For example:</p> <ul style="list-style-type: none"> <li>• Are all the shelves in the library accessible to all?</li> <li>• Is there adequate lighting in all areas?</li> <li>• Is information provided in large print, Braille, etc.?</li> <li>• Do the curriculum and resources include examples of people with disabilities?</li> </ul> |   |
| Policy introduction   | What is the purpose of the policy? What legislation does it comply with? How does it help the school meet its aims and values?   |   |
| Details of how you will make the school's curriculum, physical environment and information more accessible for people with disabilities   | <p>This section of the policy could include:</p> <ul style="list-style-type: none"> <li>• Targets</li> <li>• The strategies that will be employed to meet these targets</li> <li>• Timescales</li> <li>• Who is responsible for particular targets/strategies</li> <li>• Success criteria</li> </ul>   |   |
| Monitoring and evaluating the plan  | When was the plan approved? When will it be reviewed? By whom?   |   |

## 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*
- *Academy 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 students.

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

| <b>Aim</b>   | <b>Current good practice</b><br><i>Include established practice and practice under development</i> | <b>Objectives</b><br><i>State short, medium and long-term objectives</i> | <b>Actions to be taken</b> | <b>Person responsible</b> | <b>Date to complete actions by</b> | <b>Success Criteria</b> |
|--|--|--|----------------------------|---------------------------|------------------------------------|-------------------------|
| 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<br><i>For example:</i> | Description | Actions to be taken | Person responsible | Date to complete actions by |
|--------------------------------|-------------|---------------------|--------------------|-----------------------------|
| Number of floors               |             |                     |                    |                             |
| Corridor access                |             |                     |                    |                             |
| Lifts                          |             |                     |                    |                             |
| Parking bays                   |             |                     |                    |                             |
| Entrances                      |             |                     |                    |                             |
| Ramps                          |             |                     |                    |                             |
| Toilets                        |             |                     |                    |                             |
| Reception area                 |             |                     |                    |                             |
| Internal signage               |             |                     |                    |                             |
| Emergency escape routes        |             |                     |                    |                             |