



**The Sycamore
Church of England
Trust**

Grow together, Learn forever

Accessibility Plan

Applicable to: All Trust Schools

Adopted By: Trust Board

Date Adopted: July 2023

Authorised Signatory:

Mr Ian Young – Trust
Leader and CEO

Mr Mark Granby – Chair
of Board of Trustees

Review Period: Annually

Next Review: July 2024



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Statement of intent

This plan outlines how The Sycamore CE Trust aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e., the curriculum, physical environment, and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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 the education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the Trust will have regard to the need to allocate adequate resources in the implementation of this strategy and work with relevant partners to secure such resources.

The Trust Board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Schools within the Trust will create a school specific plan which will be resourced, implemented, reviewed, and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following Trust/ school policies:

- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy

- Data Protection Policy

Roles and responsibilities

To ensure consistency across the schools within the Trust, we have consistent expectations:

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g., by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

The Accessibility Audit

Each school will undertake an Accessibility Audit. Whilst this is usually completed by the governing board, school specific plans will confirm who is responsible for undertaking these, and how often.

The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.

- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board (or school identified persons) will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired.
- **Visual disabilities** – this includes those with visual impairments and sensitivities.
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities.
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia.

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access within school specific settings.

The Trust expects all actions to be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken will be detailed in the school specific accessibility plan, using the following templates:

Planning duty 1: Curriculum – Whole School Actions

	Issue	What	Who	When	Outcome	Review
	Staff not knowing how to support children with different aspects of SEND	SENDCo to review current needs and ensure that high quality CPD is provided for all staff	SENDCo	As the need arises but ongoing	Children will be supported in line with their needs.	Reviewed termly but also when new pupil joins school as needed. +
	Specialist equipment not in place for children who need this for their SEND	SENDCo to review the needs of children in each class and ensure correct equipment in place	SENDCo	Termly as part of termly SEN review	Children will have the equipment needed to support their learning	Termly
Medium term	Staff are not aware of or do not know how to use assistive technology and resources	Audit all ICT and resources used to support teaching and learning. Provide support and training for staff to use assistive technologies	SLT and all staff	By end of 24-25 academic year	All staff are aware of the software and resources available to them to support teaching. Pupils are aware of resources available to support their learning opportunities.	Annually

Long term	People with disabilities are not fully represented in the curriculum and as a role model in which to aspire to	Ensure that our curriculum reflects a broad spectrum of people including those with disabilities	SLT, Subject Leads	By end of 25-26 academic year	Children are able to talk knowledgeably about the achievements of disabled people in our society	Annually
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Planning duty 2: Physical Environment

	Issue	What	Who	When	Outcome	Review
Short term	Signage around school is not always clear to those with sensory impairment	Conduct audit of signage around school and ensure that this can be accessed by all	SLT, LGB, Site Manager	July 25	Signage around school will be clear and accessible to those with sensory impairment	Annually
Medium term	Early Years outdoor area not fully accessible to a child with disabilities	Audit the outdoor area with specialist support Create plan to improve area and implement this	SLT, LGB, EY Staff	End of 25-26 academic year	EY outdoor area will be fully accessible	Annually
Long term	Classrooms may not be fully inclusive to children with physical impairment	Audit each classroom and create a bespoke plan to ensure that they are all fully accessible at point of need for children	SLT, LGB, Site Manager	Ongoing	All classrooms will be fully accessible	Annually

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Paper-based information sharing may not be fully accessible to all parents	Ensure that all communication is available electronically so that parents can use accessibility tools	SLT	July 25	All parents will be able to access all communications	Annual

DFE Advice on the Equality Act 2010 School Specific Checklist

This checklist is based on the [DfE's advice on the Equality Act 2010](#).

WHAT TO COVER	TIPS
<input type="checkbox"/> Your school accessibility plan must set out how your school aims to: <ul style="list-style-type: none">• Increase the extent to which disabled pupils 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 to 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?
<input type="checkbox"/> Policy introduction	<p>What is the purpose of the policy?</p> <p>What legislation does it comply with? How does it help your school meet its aims and values?</p>
<input type="checkbox"/> 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">• Targets• The strategies you will employ to meet these targets• Timescales• Who is responsible for particular targets/strategies• Success criteria
<input type="checkbox"/> Monitoring and evaluating the plan	<p>When was the plan approved?</p> <p>When will it be reviewed?</p> <p>By whom?</p>

Monitoring and review

This plan will be reviewed on an annual basis by the Trust Board and shared with schools to inform school specific plans. The next scheduled review date for this plan is July 2025.

Any changes to this plan will be communicated to all staff members and relevant stakeholders.