



THE  
**de Ferrers**  
A C A D E M Y

# **Disability Equality Scheme/Accessibility Plan 2019**

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## **ACCESSIBILITY POLICY**

### **Aims**

The de Ferrers trust aims to treat all students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind. Equality and inclusion are intrinsic in everything we do. Our PRIDE values of partnership, respect, integrity, determination and excellence encourage *all* of our students to achieve *their* potential and, to allow this to take place, the trust must provide an accessible and inclusive learning environment.

Each academy within the trust is required under the Equality Act 2010 to have an accessibility plan in place. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled students.

Each academy will have a plan in place that will be made available on their academy website. Paper copies will be available upon request. The academies will include a range of stakeholders in the development of their accessibility plan, including students, parents, staff and local governors. All plans can be viewed at Appendix 1.

The de Ferrers Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

If you have any concerns relating to the accessibility in any of our academies, the complaints procedure sets out the process for raising these concerns.

### **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.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Education 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a

disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with the trust's funding agreement.

### **Monitoring Arrangements**

All accessibility plans will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

Approval of this policy and accessibility plans will be sought from the trust board.

### **Links to other policies**

This policy and our accessibility plans link to the following policies and documents:

- Cross-trust health and safety policy
- Cross-trust Equality Policy
- Academy special educational needs (SEN) policy
- Academy supporting students with medical conditions policy

## Appendix 1 – Accessibility Plan

These action plans set out the aims of each 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, and should be adapted to suit your academy's context.*

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for students with a disability</p>	<p><i>Our academy offers a differentiated curriculum for all students.</i></p> <p><i>We use resources tailored to the needs of students who require support, these are called to access the curriculum, these are called Individual Passports. Each passport is personalised to meet the needs of each individual students.</i></p> <p><i>Curriculum resources include coloured paper, iPads, Specialist Hearing Impaired (radio aids equipment (radio aids), Visual Impairment equipment (braille machine), SEND Hus, Multi-Sensory Room, Alternative Provision, Dyslexif friendly text books, Student Coach, in class support, fidget toys, ear defenders, sensory mat, Buzilegs, Wobble board etc.</i></p>	<p>To review the impact of individual passports</p>	<p>To deliver training to appropriate staff (teaching and support).</p>	<p>DGR / MPO (CR to review impact)</p>	<p>22/12/18</p>	<p>Staff awareness of importance of Reasonable adjustments and the impact of not implementing them correctly</p> <p>Minimal reports from parents students declaring lack of support.</p>

	<p><i>Curriculum progress is tracked for all students, including those with a disability. This happens five times a year, one of which being an Exam Review. Directors of Learning are held to account with regards tracking data of sub groups, including SEND students.</i></p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p><i>The curriculum is reviewed to ensure it meets the needs of all students.</i></p>	To scrutinise student progress against targets and curriculum	FPM meetings to discuss student progress and impact	DGR / MPO	Data cycles	Students to make suitable progress
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of students as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Ramps</i></li> <li>• <i>Elevators (Trent Sports Hall / Maths block, Sixth Form Campus)</i></li> <li>• <i>Corridor width (Trent Sports Hall)</i></li> <li>• <i>Disabled parking bays</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Library shelves at wheelchair-accessible height.</i></li> </ul>	To remove as many physical and sensory barriers as possible	To review and audit sensory barriers at 6 <sup>th</sup> Form Campus	DGR / RAB	Christmas 2018	Ensure suitable provision for upcoming students

	<ul style="list-style-type: none"> <li>• <i>Hi-Viz markings for Visually Impaired students</i></li> <li>• <i>Light signal fire alarm adaption for Hearing Impaired students</i></li> </ul>					
Improve the delivery of information to students with a disability	<p>Our academy uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Communication Support Workers</li> <li>• Pictorial signage for toilets</li> <li>• Direction arrows</li> </ul>	To ensure that all students' needs are met within the Academy	To continually review provision and react accordingly	RAB / DGR	N/A	An inclusive working environment

## Appendix 2 – Accessibility Audit (Dove Campus)

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2	None	RAB	N/A
Corridor access	Multiple	None	RAB	N/A
Lifts	0	None	N/A	N/A
Parking bays	1 Disabled	None	N/A	N/A
Entrances	Main entrance is wheelchair accessible	None	N/A	N/A
Ramps	None	Investigate creating a ramp by Dove S&G exit	RAB	22/12/18
Toilets	1 gender neutral toilet on ground floor	None	N/A	N/A
Internal signage	Visual aids Hi-viz signs Direction arrows	None	N/A	N/A
Emergency escape routes	All exits are accessible for wheelchair users	None	N/A	N/A

## Appendix 2 – Accessibility Audit (Trent Campus)

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3	None	N/A	N/A
Corridor access	Multiple	None	N/A	N/A
Lifts	1 – Sports Hall / Maths Block	None	N/A	N/A
Parking bays	4 Disabled (2 at main reception and 2 at the Sports Hall)	None	N/A	N/A
Entrances	Main entrance is wheelchair accessible	None	N/A	N/A
Ramps	1 by French classrooms	None	RAB	22/12/18
Toilets	1 gender neutral toilet on ground floor	None	N/A	N/A
Internal signage	Visual aids Hi-viz signs Direction arrows	None	N/A	N/A
Emergency escape routes	All exits are accessible for wheelchair users	None	N/A	N/A



## Appendix 2 – Accessibility Audit (Sixth Form Campus)

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	4	None	N/A	N/A
Corridor access	Suitable in the new build	None	N/A	N/A
Lifts	1 in the old section of the building	None	N/A	N/A
Parking bays	2 Disabled in the main car park at rear of building	None	N/A	N/A
Entrances	Main entrance is wheelchair accessible by ramp Entrance to car park is wheelchair accessible	None	N/A	N/A
Ramps	Entrance to reception Two internal ramps in main foyer	None	RAB	22/12/18
Toilets	3 accessible toilets for disabled students Easy access toilets available for staff	None	N/A	N/A
Internal signage	Visual aids Direction arrows	Audit of signage	RAB (DGR)	22/12/18
Emergency escape routes	All exits are accessible for wheelchair users	Evac-chairs to be put into the campus Training on how to use Evac chairs	Site Supervisors	29/11/18