



Accessibility Plan

July 2026

Approved by the Trust Board on: 10th July 2026

To be reviewed: July 2027

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1. Aims

Derby Diocesan Academy Trust acknowledges that all 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 school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Schools in the Acorn Partnership are inclusive and welcome people from all backgrounds.

- We believe that different cultures, talents and life experiences bring richness and vibrancy to life at our school and help create an environment that supports us all in learning from each other.
- We aim to be a community where everyone is treated fairly and with tolerance and respect.
- We want everyone to flourish and reach their potential, and we recognise that for some pupils extra support is needed to help them to achieve and be successful.
- We take seriously our duties to eliminate discrimination, promote equality of opportunity and foster good relations between people of all backgrounds.

The plan will be made available online on the Trust and its school's website, and paper copies are available upon request.

Our Trust and its schools are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Trust and its school's support any available partnerships to develop and implement the plan. Accessibility audits are carried out across the Trust and its schools. Links with the local authorities are in place to further support accessibility requirements and this is considered as part of the school condition allocation funding.

If you have any concerns relating to accessibility in the across the schools within the Trust, the complaints 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 on the Equality Act 2010](#).

In line with the Equality Act 2010 (Schedule 10), the school publishes and maintains an Accessibility Plan which sets out how we will:

- Increase access to the curriculum for pupils with disabilities
- Improve the physical environment of the school to increase access
- Improve the delivery of information to pupils with disabilities

The plan is reviewed at least every three years, and more frequently if circumstances require.

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 are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil 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. Physical Environment

Long Lane Church of England Primary School

The school comprises of one building and a portacabin that is used as a library. The building is single storey with a ramp to access the front door which provides access to wheelchair users. Most access points are flat or ramped.

Doors within the main buildings are wide enough to enable access to wheelchair users.

The school has internal emergency signage and emergency lighting. All escape routes are clearly marked. There is a disabled toilet within the building, with handrails.

The school does not have its own carpark. Offsite parking for staff and visitors is available.

Marston Montgomery Primary School

The school comprises of one building. The building has two small flights of stairs, one leads outside and one to a classroom that is at a slightly lower level. There is an external ramp which can be used to move to the lower level classroom.

Doors within the main buildings are wide enough to enable access to wheelchair users.

The school has internal emergency signage and emergency lighting. All escape routes are clearly marked. There is a disabled toilet within the building, with handrails.

The school does not have its own carpark. Offsite parking for staff and visitors is available.

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT PRACTICE	GOOD	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 an adapted 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 • Ensure that teaching and learning activities provide opportunities for all pupils to achieve		Short term: Audit current curriculum access and identify barriers for pupils with disabilities. Ensure staff understand individual pupil needs and required adjustments. Medium term: Embed inclusive teaching strategies, effective differentiation and appropriate use of support staff and resources across the school. Increase access to curriculum-related ICT and specialist equipment. Long term: Ensure all pupils with disabilities achieve positive outcomes, access the full curriculum independently where appropriate, and make at least expected progress	Ensure appropriate deployment of support staff Ensure high quality teaching through CPD for all Improve access to ICT for all pupils Children have opportunities to work individually and also co-operatively and collaboratively in pairs, groups and whole classes	Head teacher Headteacher Headteacher	Asap Continuous Asap Continuous	Programmes of support, staff lists. Ensure all pupils have full access to the curriculum, working with independence when appropriate and interacting fully with peers Damaged resources are repaired or replaced;; additional resources are in place. All pupils and classrooms have increased access to ICT suitable to their level of need Observations of lessons, learning walks and scrutiny of children's work confirm effective differentiation.

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	Ensure all staff are aware of disabled children's curriculum access		alongside their peers.	ICT used to support disabled pupils' access to the curriculum Individual Provision Maps formulated and shared with parents and external agencies aimed at being accessible and understandable to all concerned Provision cost mapping ensures best value is achieved for pupils with additional needs School accesses appropriate equipment specific to a pupils' needs, e.g. special grip pens, coloured overlays, writing easels, etc. Specific staff training for teachers, teaching assistants and midday play leaders who support disabled pupils, e.g. Training for children with sight		Continuous	All pupils are making at least good progress as confirmed by assessment and tracking data, Foundation Stage scores and End of Key Stage Teacher Assessments. Staff aware of how they can meet the needs of individual children with a diverse range of learning

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	• Monitor and track progress and achievement of pupils with additional needs • Ensure all pupils participate in physical activities • Ensure all school trips are accessible to all			impairments, speech impediments, children with autism. SEND training carried out annually SENCO and class teacher meetings. Pupil progress meetings evaluate the progress of pupils with additional needs in each class. FFT and Brackenfield data systems. Regular liaison with parents. Individual access plans for disabled pupils when required. Advice taken from external agencies and parents. Staff trained to enable pupils to access all physical activities.		Continuous Continuous	and behaviour needs. Staff trained and feel confident in supporting specific pupils. Children with additional needs are making at least expected progress All children participate fully in all physical activities

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				Risk assessments undertaken for specific pupils. Individual risk assessments undertaken for specific pupils. Site visits undertaken by designated staff prior to the visit. Involve parents in decisions. Provide extra support for vulnerable pupils.		Continuous	All children able to take part in school trips safely and confidently
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled toilets		The site is accessible for all pupils.	Ensure that reasonable adjustments are maintained and modified as and when required. Provide shaded area for pupils outside in hot weather Solution to be found in rooms prone to overheating and affected by sun glare	Headteacher and Trust. Headteacher Headteacher	Continuous. During spring term As required	All pupils can access their environment and can move in and around site freely. Increased use of outside spaces in hot weather Glare from sunlight reduced. Temperature affected rooms reduced and comfort increased

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	School is aware of the access needs of disabled children, staff & parents/carers School is aware of the access needs of disabled children, staff & parents/carers School is aware of the access needs of disabled children, staff & parents/carers Ensure that all disabled pupils can be safely evacuated			Create access plans for individual disabled children/adults as part of the Risk Assessment/MEP process. To consult and work with the whole school community to gather appropriate information Put in place Personal Emergency Evacuation Plans for pupils where appropriate Ensure designated staff are aware of their responsibilities. Regular evacuation practices (known and unknown).		On entry to school On entry to school, and then reviewed accordingly	Individual plans in place for all disabled stakeholders. Use information gathered to plan adjustments. PEEPS Individual Medical Care Plans Personalised Risk Assessments All disabled children can evacuate the building safely and quickly in an emergency. Staff are confident in evacuation strategies as identified in their PEEPS. These children will go out at the end of

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	- Ensure visually stimulating environments for all children. - Improve signage and access for visually impaired stakeholders - Ensure visually impaired pupils can access climbing equipment and PE equipment			Colourful, lively displays on beige backgrounds in classrooms and inviting role play/reading areas can be found in each classroom. Instal LED lighting to improve visibility and to be energy efficient Obtain advice on appropriate styles and colours for signs when required Bright yellow tape to be stuck around the edges of climbing equipment and PE equipment.		Continuous Continuous Continuous	their class line with their 1-1. 2 parents have currently given staff permission to carry their child out of the building in the event of an emergency Lively and inviting environment maintained Signage and access for visually impaired stakeholders is clear Visually impaired pupils can access climbing equipment and PE equipment safely because they can see the

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							edges of this equipment.
Improve the delivery of information to pupils with a disability	Explain your school’s approach here. Example: Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations	Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in “simple” English. School office will support and help parents to access information and complete school forms	Headteacher/SBM	Continuous	All parents receive information in a format that they can access. All parents understand what the headlines of the school information are.	
		Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment	Headteacher/SBM	Continuous	Excellent communication. On-going appropriate use of resources	
		Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	SENCo/inclusion mgr	Continuous	Staff produce their own information	
		Provide information in other languages for pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered if possible	SENCo/inclusion mgr	Continuous	Pupils and/or parents feel supported and included	

5. 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 COO in collaboration with the schools within the Trust.

It will be approved by Trust Board before being adopted by the LAC following the school contexts being added.

6. Links with other policies

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

- DDAT Health and safety policy
- DDAT Equality information and objectives (public sector equality duty) statement for publication
- DDAT SEND policy
- DDAT Supporting pupils with medical conditions policy
- DDAT Child Protection and Safeguarding Policy