DDAT
Derby Diocesan Academy Trust

All Saints CE Infant and Junior schools

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.

In continually striving towards these aims, we also enact the educational vision of the Church of England by educating with '*dignity and respect*', because we ensure *'the equal worth of those with and without special educational needs and disabilities is recognised*'[2] in our practice.

The staff at both All Saints CE Infants and Junior school work in tandem with one another, whilst also collaborating closely with neighbouring trust schools through a strong and effective partnership. This established collaboration allows our children, families and staff to benefit from the expertise of a dedicated, non-class-based SENCO and the support of a highly effective Inclusion Team. Our commitment to inclusive practice is further enhanced by the guidance and support we receive from Derby Diocesan Academy Trust and the local authority.

Our Accessibility Plan is resourced, implemented, reviewed and revised in consultation with:

- The Head of School, SENCOs and the Inclusion Team.
- Members of our school's Local Trust Committee including our link governor.
- Our Trust (Derby Diocesan Academy Trust).

The plan will be made available online on the Trust and its schools' 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 schools 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 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

All Saints CE Infant and All Saints CE Junior school are split across two separate sites although we operate as one school.

Our children in Nursery, Early Years and Key Stage 1 learn and play at the Infant site, on Dimple Road. The buildings are on a steep hillside, with sloping playgrounds providing areas for the children to use. Each building at the Infant school is single storey which provides access to wheelchair users. All access points are flat or ramped (Main Entrance) to ensure that entry to the Infant school is accessible to wheelchair users.

Children in Years 3 – 6 learn and play at our Junior site. Whilst there are steps within the building, a lift and ramped pathways enable wheelchair users access to all parts of our site. Doors within the buildings in both school sites are wide enough to enable access to wheelchair users.

Both schools have internal emergency signage and emergency lighting. All escape routes are clearly marked and PEEPs are further used to support those who might be in need of additional support. We have disabled toilets within all building blocks across both school sites,

Neither school has visitor carparking. Offsite parking for staff and visitors is available close to the main entrances into either school road.

4. Action plan

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

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
To improve behaviours for learning so that all children engage	• Bespoke behaviour curriculum, providing coherent support across both schools.	Short term: all environments align with consistent expectations	See SIP Priority 2	Headteacher, Head of School and Deputy SENCO	September 2026	✓ Reduction in low-level disruption and increased pupil engagement.

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with and attend to adult instruction.	• Consistent visual clues and visual timetables. • Consistent classroom environments which reduce visual stimulus and support sensory needs.	including EEF research.				✓ Observations show improved attention and participation across all groups. ✓ Staff report increased effectiveness of instructional strategies post-training.
Brackenfield assessment approach consistently used to inform precise next steps and support tracking of attainment and progress.	• Consistent implementation of the Trust's assessment strategy	• Staff use Brackenfield to inform precise IEP targets and next steps in learning	Whilst we are implementing the Trust's assessment strategy, we need to consistently adopt the Brackenfield assessment (in line with the *Trust's SEND policy*) to ensure appropriate assessment is used to inform precise next steps. This further supports the provision for children as they transition between	Partnership SENCO, Deputy SENCO	January 2027	✓ Brackenfield assessments are used consistently across relevant cohorts. ✓ Children benefit from planned provision which they can access readily and successfully. ✓ Pupil progress tracking shows improved precision in planning and intervention.

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			KS1 into Lower KS2.			✓ Staff feedback indicates increased confidence in using assessment data.
Increase access to the curriculum for pupils with a disability	• Both schools offer a coherent 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 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	Head teacher Headteacher Headteacher	Asap Continuous Asap	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

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	• Ensure that teaching and learning activities provide opportunities for all pupils to achieve		pairs, groups and whole classes ICT used where appropriate 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 Both school accesses appropriate equipment specific to a pupils' needs, e.g. special grip pens, coloured overlays, writing easels, etc.		Continuous	Observations of lessons, learning walks and scrutiny of children's work confirm effective differentiation. 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.

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	• Ensure all staff are aware of disabled children's curriculum access • Monitor and track progress and achievement of pupils with additional needs		Specific staff training for teachers, teaching assistants and midday play leaders who support disabled pupils, e.g. Training for children with sight 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		Continuous Continuous Continuous	Staff aware of how they can meet the needs of individual children with a diverse range of learning 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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	• Ensure all pupils participate in physical activities Ensure all school trips are accessible to all		pupils when required. Advice taken from external agencies and parents. Staff trained to enable pupils to access all physical activities. 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
	•					✓

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All learning environments reduce visual and auditory stimulus, enabling full inclusion.	• Bespoke behaviour curriculum, providing coherent support across both schools. • Consistent visual clues and visual timetables. • Consistent classroom environments which reduce visual stimulus and support sensory needs.	Short term: all environments align with consistent expectations including EEF research.	See SIP Priority 2	Headteacher, Head of School and Deputy SENCO	September 2026	✓ Reduction in low-level disruption and increased pupil engagement. ✓ Observations show improved attention and participation across all groups. ✓ Staff report increased effectiveness of instructional strategies post-training.
The internal school environment is adapted to the needs of pupils as required. This includes providing further adaptations including: • Corridor width	• Accessible doorways enable all users access into the building and shared rooms • Corridors are free of materials on the floor	Short term: all corridors are easy to navigate for wheelchair users	There is a need to review and ensure all doors and corridors are easy to navigate for those with disabilities.	SENCO	March 2027 (after building works completed)	✓ Audit completed and necessary adaptations made. ✓ Pupils with mobility needs navigate the school independently. ✓ Compliance with accessibility

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						standards confirmed.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • 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 •	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 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	Headteacher and Trust. Headteacher Headteacher	Continuous. During spring term As required On entry to school	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 Individual plans in place for all disabled stakeholders. Use information gathered to plan adjustments. PEEPS Individual Medical Care Plans

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	• Ensure that all disabled pupils can be safely evacuated		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, and then reviewed accordingly	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 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
	Ensure visually stimulating environments for all children.		Colourful, lively displays on beige backgrounds in classrooms and		Continuous	Lively and inviting environment maintained

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	Improve signage and access for visually impaired stakeholders Ensure visually impaired pupils can access climbing equipment and PE equipment		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	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 edges of this equipment.
Provide written information in suitable formats: • Appropriate font; • Specialist materials for delivery of phonics (adapted	• Internal signage • Large print resources • Braille • Induction loops • 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	SENCO and Deputy SENCO	Continuous	All parents receive information in a format that they can access. All parents understand what the headlines of the school information are.

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GPC cards).		Improve the delivery of information in writing in an appropriate format Ensure all staff are aware of guidance on accessible formats Provide information in other languages for pupils or prospective pupils	Provide suitably enlarged, clear print and use matt laminates for pupils with a visual impairment Guidance to staff on dyslexia and accessible information Access to translators, sign language interpreters to be considered and offered if possible		Continuous Continuous Continuous	Excellent communication. On-going appropriate use of resources Staff produce their own information 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