Accessibility Plan

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1. Introduction

The Diocese of Bristol Academies Trust (DBAT) is a multi-academy trust with a faith designation and a Christian religious ethos that is both distinctive and inclusive. Distinctive in the sense that all decisions about the nature and purpose of the Academy are taken through the lens of Christian values, inclusive in the sense that all students and staff are equally valued for their uniqueness in the eyes of God and their belonging to the school community.

2. Ethos statement

Vision
The Diocese of Bristol Academies Trust (DBAT) shares the Church of England's Vision for Education 2016, "Deeply Christian, Serving the Common Good", which includes four basic elements wisdom, hope, community and dignity. We aim to deliver values-led education with the very best outcomes for children and young people.

Purpose
To provide high quality education enabling young people to flourish and grow: spiritually, in love and in understanding.

3. Scope/ aims

We are committed to promoting equity and access for all disabled service users. This involves tackling the barriers which could lead to unequal outcomes for identified groups of pupils, staff,

parents/carers, Trustees, Academy Council members and visitors in school, ensuring that there is equity of access and celebrating and valuing the legacy and strengths within the school.

We believe that equity at our school should filter through all aspects of school life and is the responsibility of every member of the school and wider community. Every member of the school community should feel safe, secure, valued and of equal worth. In our Trust at in all our schools, equity is a key principle for treating people with dignity and respect irrespective of their disability (or any other recognised protected characteristic under the Equity Act 2010 or subsequent reviews). This would include the impact of child poverty.

This accessibility plan should be read alongside the Trust's Accessibility Policy. The accessibility plan will be reviewed at least every 3 years.

4. Writing the Accessibility Plan

Using the self-assessment in Appendix A, we will:

- Identify key changes that can be made quickly and easily, and then take immediate action.
- Identify other changes that require greater planning, time and/or resources.
- Record these actions in a development plan with clear and specific actions, time frames and responsibilities.
- Agree with staff and Academy Council members when progress will next be reviewed, e.g. 6 months.
- Share our plan with those accessing our school.

5. Our Accessibility Plan

Intent	Implementation	Staff/Directorate	Cost	Impact Evaluation
Ease of entrance for those with reduced movement	Pull / push signs on double doors in entrance	E&F	Less than £50	
Ease of entrance for those with reduced sight	Sign on wall outside indicating front door direction.	E&F	Less than £50	
Ese of access for those unfamiliar with the building	Sign in entrance showing direction to classes	E&F	Less than £50	
Additional facility for those with a physical disability.	Repair of disabled toilet adjoining nursery.	E&F	Less than £50	
Relaxing areas for those with ASD	Creation of low stimulates areas in Reception classes.	Education staff	Time for staff – 2 hours	

Appendix A: Self-assessment – how inclusive is your school?

Inclusion/ exclusion	Disabled young people are actively or passively excluded e.g., parents being told that the activity is not suitable	Disabled young people are included, but actively not adapted to optimise involvement Needs of disabled young people not adequately considered or planned for	Disabled young people are included and activity adapted, when required, to optimise involvement Needs of disabled young people considered and planned for	Proactive approach to including disabled young people by all staff. Effective inclusion plans in place and in regular use by all staff
Policies and procedur	No recognition of inclusion in policies or procedures	Recognition of inclusion policies in place but no evidence of implementation	All staff aware of and implement inclusion in all policies Staff contribute to reviewing and updating inclusion policies	All staff aware of and actively implement inclusion policies Staff, parents and disabled young people contribute to reviewing and updating inclusion policies
Safeguarding	Safeguarding or child protection policies not in place or up to date Staff unaware of procedures or protocols CRB checks not done for any or many staff	Safeguarding and child protection policies in place, but not universally adhered to Inconsistent staff awareness of procedures and protocols CRB check are completed for some staff	Safeguarding and child protection policies in place, adhered to and regularly updated Staff aware of procedures and protocols CRB checks are completed for all staff Leadership mindful of safer recruiting legislation School committed to keeping young people safe	Safeguarding and child protection policies in place, actively adhered to and regularly updated Staff aware and adhere to procedures and protocols DBS checks are completed for all staff and are regularly updated All staff mindful of safer recruiting legislation School and all staff are committed to keeping young people safe
Risk management	No recognition of inclusion aspects in risk assessment	Staff consider ways to work with disabled young people with specific individual needs on arrival and manage risks accordingly	Prior to arrival risk assessments are discussed with the disabled young people and their parents and are managed accordingly	Dynamic individual risk assessments are done for high-risk users prior to arrival Standard risk assessments include specifics of working with people both with physical and learning difficulties Strategies are recorded for managing groups with challenging behaviour
Wheelchair accessibility	No access to building or surrounding/outside areas for wheelchair users No accessible toilets available	Limited access to building or surrounding/outside areas for wheelchair users Room layouts restrict manoeuvrability Accessible toilet available Some doors can be opened independently by wheelchair users	Good access to building or surrounding/outside areas for wheelchair users Room layouts provide reasonable to good manoeuvrability Accessible toilets are available Most doors can be opened independently by wheelchair users	All areas are fully accessible for wheelchair users Room layouts provide excellent manoeuvrability Accessible toilets with changing tables and hoists are available All doors can be opened independently by wheelchair users
General accessibility	Environment not suitable for physical and sensory difficulties (e.g., no ramps, signage, induction loops)	Some disabled young people's specific physical and sensory needs are met	Most disabled young people's specific physical and sensory needs are met Visual and aural support available	All disabled young people's specific physical and sensory needs are met Sound absorbing resources, visual and aural support available Raised letter signage/Braille throughout facilities Fully functional hearing systems in place where appropriate

Promotion	No positive images of disabled people within school promotional materials No mention of site/activity accessibility within promotional materials	Limited images of disabled people within in promotional materials Limited site/activity accessibility information is included within promotional materials Promotional material only available in standard paper format	Some positive images of disabled people within promotional materials Site/activity accessibility information is included within promotional materials Promotional materials available in other formats if requested in advance Concessions available (e.g. Carers go Free Policy)	Many positive images of disabled people within promotional materials Site/activity accessibility information easy to find in promotional materials Promotional materials are presented in an accessible, easy to understand way Promotional materials readily available in other formats
Community/partnership working	No work with outside agencies (e.g., schools and support workers)	Infrequent working with outside agencies; only when requested by customer or agency	Regularly working with outside agencies to support staff and develop their skills as and when required	Regularly working with many outside agencies to support staff and develop their skills in a proactive manner Empowers staff to share their skills and knowledge with others Signpost parents to outside agencies
Participation	School does not seek or take record of feedback from disabled young people or parents Feedback that is provided has no influence on practice or policy School does not liaise with disable young people or parents	School takes feedback from disabled young people when it is offered There is no organised process for collection of feedback Feedback is used to influence selected elements of practice Some communication (formal and informal) with disabled young people and parents to identify individual needs	School encourages disabled young people and parents to provide feedback and consult on all aspects of provision There is an organised process for consultation Feedback is used frequently to adapt practice and policy as required Regular communication with disabled young people and parents to share information and to jointly plan for the needs of the young person (methods include both formal and informal conversations)	Disabled young people and parents are involved in all aspects of the design, assessments and evaluation of practice, delivery and policy Feedback is sought via a wide range of creative and inclusive consultation and is published in all appropriate methods Feedback is constantly used to adapt practice and policy Pro-actively involving disabled young people and parents through regular communication (e.g., home visits and support groups)
Staff training/approachability	Staff receive no disability awareness training	Some staff receive disability awareness training Staff generally display a positive attitude towards inclusion	All staff receive disability awareness training Staff are friendly and approachable and work towards finding positive solutions for everyone to ensure involvement	Specific training offered to staff which includes condition specific training to meet the individual needs of the people attending Staff are friendly and approachable and work towards finding positive solutions before issues arise All staff are regularly trained, and certificates are kept up to date
Communication/visual support	No evidence of visual support available (e.g. picture cues, Makaton, use of props)	Inconsistent use of visual support, used only as a resource for individual young people Staff have limited awareness of alternative communication systems available	Consistently, clearly labelled and well-presented use of visual support Makaton available and used during sessions Staff have good knowledge of alternative communication systems available	Range of visual support in place (variety of visual aids resources available and used) Evidence of signing environment Staff have excellent knowledge of alternative communication systems available Environment adapted to suit child's needs e.g., low distraction areas

Autism awareness	No awareness or understanding of young people with autistic spectrum disorder (ASD)	Staff have some awareness of ASD	Some staff have received ASD awareness training Staff use a variety of approaches to meet the needs of young people with ASD Consideration given prior to sessions on how to reduce potential anxiety of young people with ASD when running activities	All staff have received ASD awareness training Activities delivered in a way that considers different users specific needs Consideration and implementation of inclusion methods specific to young people with ASD (provided by parents prior to sessions), on how to reduce potential anxiety of individuals

History of most recent policy changes and review period

Date	Page	Change(s) made	Origin of Change (e.g. TU request, change in legislation)
November 2022	Whole document	New template	Refresh of policy and practice

Policy Owner	**Academy Council**
Date Adopted	
Latest Review Date	
Next Review Date	**3 years**
Level	**Level 2**
DBAT Policy levels:	
LEVEL 1	DBAT policy for adoption (no changes can be made by the Academy Council; the Academy Council must adopt the policy)
LEVEL 2	DBAT policy for adoption and local approval, with areas for the Academy to update regarding local practice (the main body of the policy cannot be changed)
LEVEL 3	DBAT model policy that the Academy can adopt if it wishes
LEVEL 4	Local policy to be approved by the Academy Council