



**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

Review Period: Annually

Next Review: March 2026



Grow together, Learn forever

Record of Policy Changes and Reviews

Date	Details	Reason for Review / Change
March 2025	Annual Review	Annual Review

Contents

Statement of Intent	2
Legal Framework	2
Roles and Responsibilities	3
The Accessibility Audit	4
Planning Duty 1: Curriculum	5
Planning Duty 2: Physical Environment	6
Planning Duty 3: Information	7
DFE Advice on the Equality Act 2010 School Checklist	8
Monitoring and Review	8

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 Template and Examples

	Issue	What	Who	When	Outcome	Review
Short term	Staff members do not know whether the curriculum is accessible	Audit of the curriculum	Headteacher, teachers, SENCO	Spring 20XX	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 20XX
	Staff members do not have the skills to support pupils with SEND	INSET provided to staff members Training for teachers on differentiating the curriculum	Headteacher, external advisors, SENCO	Summer 20XX	Staff members have the skills to support pupils with SEND	Autumn 20XX
Medium term	School trips do not take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO	Spring 20XX	Planning of school trips takes into account pupils with SEND	Summer 20XX
Long term	Pupils with SEND cannot access lessons	Provide tablets and other adjustments for pupils with SEND	Headteacher, ICT manager, SENCO	Autumn 20XX	Pupils with SEND can access lessons	Spring 20XX

Planning duty 2: Physical environment Template and Examples

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is accessible	Audit of physical environment	Building surveyors	Spring 20XX	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Summer 20XX
Medium term	Learning environment of pupils with visual impairments is not accessible	Incorporation of appropriate colour schemes	SBM	Summer 20XX	Learning environment is accessible to pupils with visual impairments	Autumn 20XX
	Toilets are not accessible	Handrails installed	SBM	Summer 20XX	Access to toilets is increased	Autumn 20XX
Long term	Children with physical disabilities cannot access school buildings	Construction work undertaken	SBM/building contractors	Summer 20XX	School buildings are fully accessible	Autumn 20XX

Planning duty 3: Information Template and Examples

	Issue	What	Who	When	Outcome	Review
Short term	Management staff do not know whether school information is accessible	Audit of information and delivery procedures	SENCO, ICT manager	Spring 20XX	School is aware of accessibility gaps to its information delivery procedures	Summer 20XX
	School does not know how to make written information accessible	Schools seeks advice from external advisors	SENCO	Summer 20XX	School is aware of local services for converting written information into alternative formats	Autumn 20XX
Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing and install window blinds	SENCO, ICT manager	Spring 20XX	Written information is fully accessible to children with visual impairments	Summer 20XX
Long term	School website is not accessible to children with SEND	Audit of website	ICT manager	Summer 20XX	Website is fully accessible	Autumn 20XX

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
☐ Your school accessibility plan must set out how your school aims to: • 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	An audit could help you to identify potential barriers to access and what you could do about them. For example: • 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?
☐ Policy introduction	What is the purpose of the policy? What legislation does it comply with? How does it help your school meet its aims and values?
☐ Details of how you will make the school's curriculum, physical environment, and information more accessible for people with disabilities	This section of the policy could include: • Targets • The strategies you will employ to meet these targets • Timescales • Who is responsible for particular targets/strategies • Success criteria
☐ Monitoring and evaluating the plan	When was the plan approved? When will it be reviewed? By whom?

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 March 2026.

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