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# drb Ignite Multi Academy Trust

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## **ACCESSIBILITY PLAN**

## drb Ignite Multi Academy Trust Vision

The drb Ignite Multi Academy Trust has been established through a shared belief that lives can be transformed by what goes on in schools. We believe that the process of teaching and learning shapes futures. To this end our mission is to give every child learning experiences that excite them and give them the power to begin to shape their own lives.

### Vision

*all pupils achieve the highest standard of educational outcomes regardless of circumstances or background.*

## Rationale

The drb Multi Academy Trust is committed to ensuring that all pupils have the right and equality of opportunity to access a safe, secure and a successful education

### Introduction

This Accessibility Plan is compliant with current legislation and requirements as specified in the Schedule 10, relating to Disability, of the Equality Act 2010.

This Plan has been drawn up by the Trust Board and covers the period from November 2018 to November 2020. It sets out the ways in which the Trust provides *access to education* for any pupil with a disability. All Trust schools will have an individual Accessibility Plan with more detailed development priorities identified

The following three improvement priorities form the basis of the Trust's Accessibility Plan 2018 to 2020:

- **To increase the extent to which pupils with disabilities can participate across all aspects of the curriculum successfully**
- **To improve the physical environment of Trust schools to increase the extent to which pupils with disabilities can take full advantage of education and associated services**
- **To improve the provision of information available to pupils with disabilities and parents/carers in ways that are fully accessible to them and meet their particular needs**

This Accessibility Plan should be read in conjunction with the following related Trust policies:

- Special Educational Needs Plan
- Behaviour Plan
- Medical Needs Plan

## Plan Aim

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The Trust is deeply committed to working towards providing a fully accessible environment which is inclusive for all children, staff, parents and visitors regardless of their education, social, spiritual, emotional or cultural needs. The Trust is further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

## Plan Background

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### Legal Background

The Disability and Equality Act 2010 requires all schools to plan to increase the accessibility of schools for pupils with disabilities. Trusts must produce an accessibility strategy covering all schools in their Trust and each school must produce its own Accessibility Plan. As a Multi Academy Trust, the drb Ignite Trust aims to fully meet the requirements of the Disability and Equality Act in its schools.

### Definitions

The Disability Discrimination Act (2010) describes a person with a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform everyday activities

Impairments include sensory impairments, such as those that affect sight or hearing. Any person who has had a disability is protected from discrimination even if they no longer have a disability.

Mental illnesses that are well recognised are included. ADHD is considered a disability under the DDA.

While many pupils with recognised disability will have or be eligible for an Education and Health Care Plan, not all with a disability will have special educational needs. Likewise, not all pupils with special education needs will have a disability.

## Trust Priority One

### **Increasing the extent to which pupils with disabilities can participate equally across all aspects of the curriculum**

The Trust is making good progress in the following areas:

- the Trust's universal tracking system is available for staff to access and clearly highlight key pupils and pupil groups with a view to planning appropriate personalised and targeted interventions
- pupil progress meetings between class teachers and senior management give opportunities for individual and pupil groups to be discussed and action plans put in place
- quality first teaching for pupils with the use of personalised planning to close gaps in learning makes the curriculum bespoke for individual pupils as appropriate
- effective liaison with Visual, Hearing, Physical Impairment Specialist services
- effective liaison with a range of other external agencies and services to integrate support around individual pupils e.g., Sensory Support, Communication and Autism, Pupil Support Service, Behaviour Support Service, Educational Psychologist, ADHD nurses etc targeted interventions for specific groups of children
- access arrangements are made for assessments for pupils, e.g., readers, extra time, scribes, prompts
- rigorous monitoring and moderation by all staff of teaching and learning across Trust schools at all phases from Early Years Foundation Stage onwards
- consistent setting of attainable and achievable targets with high expectations
- ensuring school visits and trips are accessible for all pupils
- using a range of teaching methods and styles to ensure access to learning for all pupils e.g., questioning techniques, paired work, group work provision of after school clubs and activities open to all
- effective use of Pupil Premium spends with clear evidence of impact

### **Ongoing actions for 2018 to 2020**

- Continue to work with external and specialist agencies to ensure that all pupils regardless of disability can access a broad and balanced curriculum
- The Trust makes and can evidence effective use of Pupil Premium and can demonstrate the impact of interventions for individual and groups of pupils on the raising of standards and increase in rates of pupil progress

## Trust Priority Two

**Improving the physical environment of Trust schools to increase the extent to which pupils with disabilities can take advantage of the full range of educational and associated services**

The Trust is making good progress in the following areas:

- All Trust buildings are wheelchair accessible
- All schools have designated spaces for small group work and individual intervention work
- Schools have attractive library areas for small group work and individual intervention work
- In some school areas pupils can work in a way that may suit their needs at a particular time e.g., on the floor, at a low table, a normal height table or on stools.
- Visual timetables are used as appropriate
- Trust schools provide a warm and welcoming environment with clear signage
- Some Trust staff have received specialised Training to support access e.g., Autism training Level1

### Ongoing actions for 2018 to 2020

- All school sites are fully reviewed annually by the Trust's Assets and Compliance Manager
- All Trust staff to have access to professional development opportunities to increase their knowledge and understanding of the diversity of pupil needs

## Trust Priority Three

**To improve the provision of information available to pupils with disabilities and parents/carers in ways that are fully accessible to them and meet their particular needs.**

The Trust is making good progress in the following areas:

- Visual timetables are used in many classrooms and some pupils have individual visual timetables
- Parent/carers are encouraged to come into Trust schools immediately with any concerns or worries
- Simplified language, signing, pictures, symbols, photographs, task management boards are used for identified pupils
- Translators are used as required for parents/carers with EAL
- Confidentiality is assured at All Parents Evenings
- Parent and pupil guarantees are in place across the Trust.

### Ongoing actions 2018-2020

- Review range of written material used for pupils and consider different formats
- Refresh Trust parent and pupil guarantees documents
- Seek help from relevant support agencies if more specialised formats are required.
- Review range of support information for parents/carers and consider need for range of formats
- Ensure all website information is accessible at both Trust and individual school levels


### Working with others to secure success:

The Trust also co-ordinates its work with other services and agencies including:

- Dudley and Birmingham Local Authorities
- DfE and ESFA
- Diocese of Worcester
- Unions
- Local Social Care Services
- Local Health Services

### Availability of the Accessibility Plan

The Accessibility Plan can be made available in written format as needed/requested. Further information about the Plan will be made available on the drb Ignite website. Individual school Accessibility Plans are accessible through school websites.

<b>Monitoring and review</b>	Headteachers Trust Board Asset and Compliance Manager
<b>Links</b>	SEND Plan Behaviour Plan Medical Needs Plan
<b>Staff responsible</b>	Headteachers Asset and Compliance Manager
<b>Committee responsible</b>	Trust Board
<b>Date approved</b>	<b>November 2018</b>
<b>Sign off Chair of Trust</b>	 Date: November'19
<b>Review date*</b>	November 2021

\*Please note that should there be any changes/further national guidance issued relevant to this Plan, it will be updated accordingly prior to the review date shown above and referred to the next Trust Board meeting.

## Change Management

Issue No.:	Change date:	Change description:
1.0	Dec'16	Initial release
2.0	Nov'18	Rebranded, updated and Signed off and released.
3.0	Nov'19	Checked, no content changes, signed off and published