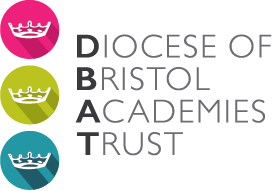
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**LYDIARD MILLICENT CEPS**

**Accessibility Plan 2023 to 2026**



Contents

[1. Introduction 2](#_Toc120528475)

[2. Ethos statement 2](#_Toc120528476)

[3. Scope/ aims 2](#_Toc120528477)

[4. Writing the Accessibility Plan 3](#_Toc120528478)

[5. Our Accessibility Plan 4](#_Toc120528479)

[Appendix A: Self-assessment – how inclusive is your school? 5](#_Toc120528480)

[History of most recent policy changes and review period 8](#_Toc120528481)

# 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.

# 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.

# 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.

# 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.

# Our Accessibility Plan

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Intent** | **Implementation** | **Staff/Directorate** | **Cost** | **Impact Evaluation** |
| All doors can be opened by wheel chair users | 23 -24 | DBAT Facilities | TBC |  |
| Staff, parents and disabled young people contribute to reviewing and updating inclusion policies | Jan 24 | SLT | None |  |
| 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 | 23-26 | DBAT Facilities | TBC |  |
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# Appendix A: Self-assessment – how inclusive is your school?

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| --- | --- | --- | --- | --- |
| **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 procedures** | 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 |
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| --- | --- | --- |
| 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 | |