



Policy: Accessibility Policy

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Person responsible for policy: Stephen Dean, Chief Executive Officer

Authorised by: Board of Trustees

Review date: December 2027

This Policy applies to all schools within the Primary QuEST Multi-Academy Trust. Primary QuEST is a Church of England Trust which seeks to ensure all pupils flourish, together in a supportive and caring environment.

Flourishing Together Through LIFE

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Flourishing Together Through Life

1. Aims

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 disabled pupils can participate in the curriculum
- › Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to disabled pupils

Our trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the trust website, and paper copies are available upon request.

Our trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The trust supports any available partnerships to develop and implement the plan and works closely with Gloucestershire Local Authority.

Our trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in our schools, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, local advisors and trustees.

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](#).

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 disabled pupil faces in comparison with non-disabled pupils. 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. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Our schools offer a differentiated 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 ensure it meets the needs of all pupils 	<p>To ensure that the good practice measures are implemented at each setting.</p>	<p>Review of current provision and adapt curriculum provision as required.</p>	<p>Headteacher</p>	<p>On-going – review annually</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Hygiene Suite • Library shelves at wheelchair-accessible height 	<p>To ensure the physical environment is tailored to the needs of all pupils.</p>	<p>Review of current provision and adapt setting as required.</p> <p>Monitor admissions into each setting to ensure physical environment is suitable.</p>	<p>Headteacher</p>	<p>On-going – review annually</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our schools use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	<p>To ensure the delivery of information is tailored to the needs of all pupils.</p>	<p>Review of current provision and adapt setting as required.</p>	<p>Headteacher</p>	<p>On-going – review annually</p>

4. Monitoring arrangements

This document will be reviewed every **2** years but may be reviewed and updated more frequently if necessary.

It will be approved by the GPAF committee on behalf of the Primary QuEST Trust Board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

6. Biblical Underpinning for Church of England schools

In Luke 5 v 17 and the following verses the experts were debating accessibility policy. Particularly what were the limits of access to God for the disabled. Now Jesus thought God was very accessible to everyone. A paralysed man was lowered through the roof by his friends, the front door was not wide enough. Jesus was delighted at how the friends had progressed the issue of accessibility. And to show the Son of Man had real authority to make God accessible to all people, he promptly forgave the man his sins and invited him to walk.

Let us, like the people say, "we have seen extraordinary things today" (Luke 5. 26) when we see our Primary QuEST schools thinking through issues of access to those in need.