
drb Ignite Multi Academy Trust

Accessibility Plan 2021-24

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 vision is to give every child learning experiences that excite them and give them the power to begin to shape their own lives.

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

Purpose of Accessibility Plan

The Trust is committed to ensuring that all pupils have the right and equality of opportunity to access a safe, secure learning environment and a successful education. This means working with our schools to champion the provision of fully accessible learning environments which are inclusive for all children, staff, parents and visitors regardless of their education, social, spiritual, emotional or cultural needs.

The Trust is also committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance, and inclusion.

The Trust's Accessibility Plan has been developed to demonstrate these commitments.

Additionally, it demonstrates compliance with current legislation and requirements as specified in *Schedule 10 of the Equality Act 2010* relating to *disability*

The Accessibility Plan is reviewed by the Trust Board every three years. This version covers the period from July 2021 to July 2024. It sets out the ways in which the Trust provides *access to education* for any pupil with a disability.

All Trust schools have made contextualised additions to the Accessibility Plan which reflect their locality and situation. These are available on their school website.

The Accessibility Plan should be viewed alongside other important Trust and government documentation:

- Strategy Plan 2021 to 2024
- Sustainable Advantage Report 2021
- SEND Policy
- Medical Needs Policy
- Behaviour Policy
- Individual school *SEN Information Reports*.
- *The SEND Code of Practice 0-25 years* DfE/DOH 2015
- *The Engagement Model* STA 2020

Why it is important

1. The Accessibility Plan is listed as a statutory document in the DfE's guidance on statutory policies for schools. The DfE guidance also requires that the Plan is:
 - reviewed and reported on annually and updated every three years.
 - approved by the Trust Board, who are free to delegate this to a committee of the Trust, an individual trustee or executive leader.

For note:

Where a pupil with disabilities is placed at a substantial disadvantage, the Trust will consider whether any reasonable adjustments can be made to overcome that disadvantage. This will be done within a reasonable time and in ways which are determined after taking account of the pupil's disabilities and any preferences expressed by them or their parents.

2. The **Equality Act 2010** requires the Trust and its schools to plan sensitively in order to increase accessibility for pupils with disabilities.

For note:

Disability is one of the nine protected characteristics under the Act

3. In this Plan, *special educational needs* refers to a learning difficulty that requires special educational provision.

For note:

The *SEND Code of Practice 0 to 25 Years (DfE 2015)* says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age.
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools.
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision were not made for them.

Working with partners to secure success

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

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

Improvement priorities for 2021-2024

The following five improvement priorities are at the core of the Trust's Accessibility Plan 2021 to 2024. These align with the *Trust's Strategy Plan* priorities:

- To increase the extent to which pupils with disabilities can access and participate across all aspects of the Trust's curriculum offer successfully. From September 2021 this will include implementation of the Standards and Testing Agency's *Engagement Model* which replaces P scales.
- To improve the physical environment, both internal and external, of Trust schools to increase the extent to which pupils with disabilities can take full advantage of education and associated opportunities and experiences
- To improve the provision of information available to pupils with disabilities and their parents/carers in ways that are fully accessible to them and meet their bespoke needs
- To work more effectively in partnership with parents to support and remove barriers to learning for pupils with disabilities
- To identify any additional support needs for pupils with disabilities as a result of the covid-19 pandemic

Priority One

Increasing the extent to which pupils with disabilities can participate equally across all aspects of the curriculum and from September 2021 successfully implementing use of the Standards and Testing Agency's Engagement Model which replaces P scales.

The Trust is making good progress and over 2021-2024 intends to improve further across the following areas:

- consistency in the use of the Trust's universal tracking systems. These are available for staff to access and highlight key pupils and pupil groups with a view to planning appropriate personalised and targeted interventions
- successful implementation of the government's *Engagement Model* (STA) to replace *P Scales* for pupils working below the standard of National Curriculum assessments in Key Stages 1 and 2

- more effective pupil progress meetings between teachers and senior leaders that give time and opportunity for individual and pupil groups to be discussed and action plans put in place
- consistency in the quality of teaching. Great teaching for all pupils with the use of personalised planning to close gaps in learning and makes the curriculum more bespoke for individual pupils
- more effective liaison with the range of external agencies and services in order to integrate support around individual pupils e.g. Sensory Support, Communication and Autism, Pupil Support Service, Behaviour Support Service, Educational Psychologist, ADHD nurses
- effective access arrangements are made for pupils at testing and assessment times e.g. readers, extra time, scribes, prompts
- rigorous monitoring and moderation 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
- ensure school visits and trips are accessible for all pupils
- use a range of teaching methods, styles and interventions 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
- make and evidence effective use of both *Pupil Premium* and *Catch-Up Premium Funding* including demonstrating the impact of interventions for individual and groups of pupils on the raising of standards and increasing rates of pupil progress
- use data more effectively to prioritise need and support action planning

Priority Two

Improving the physical environment, both internal and external, of Trust schools to increase the extent to which pupils with disabilities can take advantage of the full range of educational and associated opportunities and experiences.

The Trust is making good progress and over 2021-2024 intends to improve further across the following areas:

- school environments, both inside and outdoors are attractive and welcoming for all pupils, staff, parents, and families
- all spaces and learning environments are wheelchair accessible
- all schools have designated and appropriately resourced spaces for small group work and individual intervention work
- all schools have attractive and accessible library areas for small group work and individual intervention work
- school furniture and resources meet the needs of all pupils, with adaptations made as necessary
- ensure signage and parental information are accessible and clearly communicated
- staff are well trained, and a structures and progressive professional development programme is in place
- review of the accessibility of school sites conducted annually by the Director of Estates with improvement recommendations and actions agreed with schools

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 and over 2021-2024 intends to improve further across the following areas:

- more use of co-ordinated, evidence-based interventions and support strategies can evidence real impact for individuals and groups of pupils
- enhance parent/carer confidence to come into school with any concerns or worries promptly
- further review and simplification of language used in classroom interactions between teachers and pupils e.g. direction giving, task setting, questioning
- more effective use of translators to communicate with parents/carers with EAL
- review and refresh of the Trust's parent and pupil *guarantees and expectations documents* to ensure learning and behavioural expectations are clear and well understood
- review and refresh of support resources available to parents/carers to ensure these are in appropriate format and are easily accessible through individual school *SEN Information Reports* and clear links to *SEND Local Offer*
- maintain website information that is accessible, purposeful, and simple to understand for both pupils and their parents/carers

Priority Four

To work more effectively in partnership with parents to support and remove barriers to learning for pupils with disabilities

The Trust is making good progress and over 2021-2024 intends to improve further across the following areas:

- develop the scope and reach of the school *Parent and Community Advisory Forums* to ensure the voice of parents and carers of pupils with disabilities is listened and responded to
- ensure parents and carers of pupils with disabilities are sensitively signposted to and supported to access the information they need
- sustain and enhance a comprehensive professional development offer that improves the capacity and capability of pastoral staff and SENDCo to support parents/carers
- enhance home learning environments by providing resources and materials for parents/carers to use at home with their child
- develop systems and processes to involve parents/carers more robustly in decision making around their child's needs

Priority Five


To identify any additional support needs for pupils with disabilities as a result of the covid-19 pandemic.

The Trust is making good progress and over 2021-2024 intends to improve further across the following areas:

- ensure assessment processes are effective in identifying those most vulnerable pupils affected the most by the covid-19 pandemic and plan support packages that recognise and respond to their vulnerability
- identify those pupils who are facing multiple risk factors as a result of the pandemic and develop strategies and interventions that include psychological and mental health support
- develop preventative strategies that actively tackle the educational inequalities that make it challenging for pupils with disabilities to reach their potential
- work collaboratively across the Trust to share best practice and ideas that work

Availability of the Accessibility Plan

The Accessibility Plan can be made available in written format as needed/requested. Further information about the individual school Accessibility Plan is available on each School website.

Monitoring and Review	Headteachers Trustees Executive leaders Director of Estates
Links	Strategy Plan 2021 to 2024 Sustainable Advantage Report 2021 SEND Policy Medical Needs Policy Behaviour Policy Covid-19 Policy Individual school <i>SEN Information Reports</i>
Staff responsible	Headteachers Director of Estates
Committee responsible	Audit and Risk
Date approved	July 2021
Sign off Chair of Trust:	 Date: July 2021
Review date*	July 2024

* 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	Date	Change description
1.0	Dec'16	Initial release
2.0	Nov'18	Rebranded
3.0	Nov'19	Checked - no content changes
4.0	Nov'20	Reviewed
5.0	July'21	Reviewed and updated