



Durrington Multi Academy Accessibility Statement

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Durrington Multi Academy Trust

Accessibility Statement

Background

DMAT schools are inclusive communities in which each person is respected and recognised as of equal value.

DMAT is committed to the care and well-being of all pupils so that they may work and learn in safe, secure environments. All stakeholders (governors, trustees, staff, pupils, parents and the wider community) are committed to working together to ensure that each school community remains true to the equal value principle underpinning its policies.

Through a series of inter-related policies and procedural guidelines we support disability equality in all aspects of Trust and school life for pupils, staff and visitors. All new policies and protocols are carefully examined to ensure access and equality in diversity.

Equal Value Principle

Everyone at DMAT has equal value, based on the principle of respect for the individual. DMAT schools are inclusive for all the pupils with physical or sensory impairments, communication, learning, social, emotional or behavioural difficulties. The schools address each person's unique, intellectual, physical, spiritual, emotional or social needs.

All members of the school communities work together to create an atmosphere in which everyone can grow and flourish regardless gender, colour, ethnic origin, nationality, age, socioeconomic background, disability, religious or political beliefs, family circumstances, sexual orientation or other relevant distinction. Positive interpersonal relationships are fostered in a climate of high expectations and respect for individual achievement. Every area of school life reflects this attention to individual needs and rights, as all Trust and school policies are founded on these basic principles.

Pupils in DMAT schools have full and open access to a broad and balanced curriculum and to a range of extracurricular experiences. Detailed attention is given to resourcing and the development of an appropriate environment to meet the needs of individual pupils and groups within the school community. The language used in the school community, spoken or written, fosters a positive attitude to each person whatever their race, class, colour, creed, sex, sexuality, age or ability.

Legislation and Requirements on Schools

The Disability Equality Duty (2006) requires schools to be proactive in promoting disability equality and eliminating discrimination, having regard to Part 5A of the Disability Discrimination Act 1995. This was superseded by The Equality Act of 2010.

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 pupil with disabilities faces in comparison with a pupil without disabilities. 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.

Statement of Intent

DMAT schools continue to develop their ability to provide an inclusive, accessible environment for pupils, staff, parents and members of the local community. The Schools aim to meet the five outcomes of the Children Act (2004) and has regard to the general duty to:

- promote equality of opportunity

- eliminate unlawful discrimination
- eliminate disability-related harassment
- promote positive attitudes to people with disabilities
- encourage the participation of people with disabilities

Regularly updated action plans ensure that improvements are appropriately prioritised.

Role of Key Personnel

Governors

The Local Committees in all our schools approve the accessibility plan and monitor it annually. The Local Committees ensure that the inclusion of pupils with disabilities meets all aspects of the law.

The School Leadership Team

The Headteacher/s and other members of the School Leadership Team ensure that all policies, practices, protocols and provision have regard to the Disability Equality Duty and the Equality Act of 2010, which extends protection from discrimination to people with 'protected characteristics' in almost every area of life. The Headteacher/s and SENCO are responsible for ensuring the implementation of all policies and the full development of a strong ethos of inclusion, within all aspects of the life of the schools. The Headteacher/s will ensure that the accessibility plan for their school is in place and is reviewed every three years.

All Staff

It is the duty of all staff and everyone working in our schools to implement the policies and continue to develop inclusive practices.

Complaints

Our DMAT complaints procedures cover the accessibility plan. If you have any concerns relating to accessibility in our schools, the DMAT Complaints Policy sets out the process for raising these concerns.

Accessibility Plans

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 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 education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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

Our schools are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The schools support any available partnerships to develop and implement the plan.

Each DMAT school has its own plan, which is available online on the school's website. Paper copies are available upon request to the school. The plan is approved by the Local Committee, monitored annually and reviewed every three years.