



# The Dunstan Catholic Educational Trust

## Accessibility Policy

**Approved by the DCET Ethos & Standards Committee on: 29<sup>th</sup> April 2026**

**Review Date: April 2029**

<b>Version Number</b>	<b>Author</b>	<b>Purpose/Change</b>	<b>Date</b>
0.1	CFO		17.03.2022
0.2	CFO	No changes	12.02.2025
0.3	CFO	No changes - Bring into line with policy schedule	29.04.2026

*This policy applies to all academies within the DCET  
Please visit each school's website for their own local plans*

# Accessibility Policy

## 1. Introduction

- 1.1. The purpose of this policy is to ensure that our academies and their curriculum are inclusive, and all members of the school community can access facilities and wider provision. This policy should be considered alongside the school Accessibility Plan
- 1.2. We are committed to providing an environment that enables full access and participation in the school community for all students, parents/carers, staff and visitors with disabilities, inclusive of their physical, sensory, social, spiritual, emotional and cultural needs. We have high expectations of all our students and staff.
- 1.3. We are committed to taking positive action in light of the Equality Act (2010) and the Public Sector Equality Duty (2011) with regard to disability and other protected characteristics. Our academies are inclusive, and we are eager to promote a culture of support and awareness.
- 1.4. This policy should be read in conjunction with the following policies:
  - Equalities Policy
  - Equal Opportunities Policy (Staff)
  - Anti-Bullying Policy
  - Dignity at Work (Harassment and Bullying) Policy
- 1.5. The Equality Act (2010) defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term effect on that person's ability to carry out normal day to day activities. Some specific medical conditions are also considered as disabilities.
- 1.6. The offer for students with disabilities is also included in our SEND Policy and in each school's local information.

## 2. Our Commitment

- 2.1. Our Trust will continue to make reasonable adjustments to avoid disabled people being placed at a disadvantage.
- 2.2. School Accessibility Plans will increase the accessibility of provision for all students, staff and visitors to academies. They will do this by:
  - increasing the extent to which disabled students can participate in the curriculum.
  - improving the physical environment to increase the extent to which disabled students can take advantage of education and associated services.

- improving the delivery of information to disabled students, staff, parents/carers and visitors in an appropriate format.
- 2.3. We recognise the need to make changes to our practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what we offer to the same extent as a person without a disability.
  - 2.4. We recognise that taking steps to meet the needs of a disabled person may require them to be treated more favourably in order to ensure that they are able to access what we offer to the same extent as a person without a disability.
  - 2.5. With regard to admissions, we do not discriminate against disabled students solely on the basis of their disability; this is reflected in our Admissions Policy.
  - 2.6. We will provide auxiliary aids or services for a disabled student, when it is reasonable to do so, to ensure that the student is not at a disadvantage in comparison to a non-disabled student.
  - 2.7. We will work with stakeholders, parents/carers, and regulatory bodies to ensure that all our facilities are accessible to all; where the provision is not conducive to providing an accessibility facility, reasonable adjustment will be made. All new build facilities will provide appropriate access to meet the requirements of the Equalities Act and the needs of the communities they serve.

### **3. Our Accessibility Plan**

- 3.1. Each school has its own Accessibility Plan. It is the responsibility of the SENDCO or their line manager, in conjunction with the estates team, to keep the Accessibility Plan up to date.
- 3.2. The Accessibility Plan should be written in consultation with disabled students, parents and visitors and presented regularly to the Local Governing Body. The plan should also consider wider school activities.
- 3.3. Where the Accessibility Plan requires adaptation to the existing facilities, the central team will work with the school, SENDCO and parents/carers to ensure any reasonable adjustment is made.

### **4. Measuring the Impact of our Policy**

- 4.1. The Principal and Estates team will review the Accessibility Plan annually with the SENDCO and any other relevant members of staff. The impact will be assessed through regular meetings. Improvements to the physical environment will be considered by the Regional Estates Manager.
- 4.2. When setting objectives, school staff should consider how the impact of actions will be measured
- 4.3. The accessibility of the curriculum and shared information for students, staff, parents/carers and visitors will be scrutinised as part of our school improvement activity. The accessibility policy and all other relevant policies will be evaluated and

monitored for their equality impact on students, staff, parents/carers and visitors. The main findings from equality impact assessments will be shared with the Local Governing Body.