

Equality, Diversity & Inclusion Policy

Including Accessibility Statement, Equality Information and Objectives

(Public Sector Equality Duty)

This policy incorporates:

1. Equality, Diversity and Inclusion Policy
2. Equality Information and Objectives
3. Accessibility Statement and Accessibility Planning

The Alliance Schools Trust is committed to promoting equality, diversity, inclusion and accessibility across all aspects of its work and to ensuring compliance with:

- the Equality Act 2010;
- the Public Sector Equality Duty;
- the Special Educational Needs and Disability (SEND) Code of Practice; and
- relevant employment, education and safeguarding legislation and guidance.

The Trust is committed to creating an inclusive environment where all individuals are treated with dignity, fairness and respect and where barriers to participation and opportunity are identified and addressed appropriately.

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**Policy level			
1	Trust wide	Single policy relevant to everyone and consistently applied across all schools and departments, with no variation. e.g. Complaints procedure	Statutory policies approved by the Alliance Board of Trustees (or designated Trustee Committee). Non-statutory policies approved by the CEO with exception of Executive Pay.
2	Trust core values	This policy defines the Trust core values in the form of a Trust statement to be incorporated fully into all other policies on this subject, that in addition contain relevant information, procedures and or processes contextualised to that school. e.g. Safeguarding, Behaviour	Statements in statutory policies approved by the Alliance Board of Trustees (or designated Trustee Committee). Statements in non-statutory policies approved by the CEO. Policy approved by Local School Board.
3	School/department	These policies/procedures are defined independently by schools as appropriate. E.g. Anti-bullying	Approved by Local School Board.

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1. Introduction

- 1.1. The Trust is committed to providing high-quality education and creating an inclusive working environment where all employees, workers and applicants are treated with dignity, fairness and respect.

We recognise that promoting equality, diversity and inclusion strengthen our workforce, supports staff wellbeing and helps us deliver the best possible outcomes for pupils and the wider community.

- 1.2. The Trust aims to create a culture in which all individuals are able to make full use of their skills, experience and potential, free from unlawful discrimination, harassment, bullying or victimisation. Employment decisions will be made fairly and based on merit, capability and suitability for the role.

We value diversity and recognise the benefits that different backgrounds, experiences and perspectives bring to the Trust.

- 1.3. The Trust is committed to creating a culture of inclusion and belonging where differences are respected, valued and celebrated. We recognise that employees perform best when they feel safe, supported and able to be themselves at work.

We are committed to ensuring that employment practices are fair, transparent and free from bias and that no individual experiences disadvantage due to unlawful discrimination.

- 1.4. The Trust recognises that discrimination can occur in subtle, systemic and unconscious ways. We are committed to challenging inappropriate behaviour, stereotypes, unconscious bias and barriers to inclusion wherever identified.

- 1.5. The Trust will not unlawfully discriminate on the basis of any protected characteristic under the Equality Act 2010, including:

- age;
- disability;
- gender reassignment;
- marriage and civil partnership;
- pregnancy and maternity;
- race, colour, nationality, ethnic or national origin;
- religion or belief;
- sex; or
- sexual orientation.

- 1.6. The Trust also recognises and respects individuals who identify as non-binary or intersex and will not tolerate discrimination, bullying or harassment towards any individual on these grounds.

1.7. The principles of equality, dignity and respect apply to all working relationships and to how employees treat colleagues, pupils, parents, carers, visitors, contractors, suppliers and members of the public.

1.8. This policy supports the Trust's obligations under:

- the Equality Act 2010;
- the Gender Recognition Act 2004;
- the Human Rights Act 1998;
- the Data Protection Act 2018; and
- the UK General Data Protection Regulation (UK GDPR).

1.9. As a public body, the Trust recognises its duties under the Public Sector Equality Duty and will have due regard to the need to:

- eliminate discrimination, harassment and victimisation;
- advance equality of opportunity between people who share a protected characteristic and those who do not; and
- foster good relations between different groups.

1.10. The Trust will support these aims through effective leadership, staff training, equality monitoring and inclusive employment practices.

1.11. The Trust may collect, process and store personal and special category data in accordance with applicable data protection legislation and the Trust's Data Protection and Privacy policies.

1.12. This policy does not form part of any employee's contract of employment and may be amended from time to time following consultation where appropriate.

2. Scope and Purpose

2.1. This policy applies to all individuals working for or on behalf of the Trust, including:

- trustees;
- governors;
- headteachers;
- employees;
- agency workers;
- consultants;

- contractors;
- volunteers;
- casual workers;
- apprentices;
- trainees; and
- job applicants.

For the purposes of this policy, these individuals are collectively referred to as employees.

2.2. This policy applies to all aspects of employment and working relationships, including:

- recruitment and selection;
- pay and benefits;
- training and development;
- promotion;
- performance management;
- disciplinary and grievance procedures;
- dismissal and redundancy;
- conduct at work; and
- references and post-employment matters.

2.3. Equality responsibilities relating to pupils and the delivery of education are addressed within separate Trust policies.

2.4. The purpose of this policy is to:

- promote equality, diversity and inclusion;
- prevent unlawful discrimination, harassment and victimisation;
- ensure fair treatment for all employees and applicants; and
- support compliance with employment and equality legislation.

3. Roles and Responsibilities

3.1. The Board of Trustees has overall responsibility for ensuring compliance with equality legislation and for the effective implementation of this policy.

3.2. Day-to-day responsibility for implementation and monitoring has been delegated to Headteachers, Heads of School and senior leaders.

3.3. Senior leaders and managers must:

- lead by example;
- promote inclusive working practices;
- ensure fair and consistent decision-making;
- challenge inappropriate behaviour; and
- ensure employees understand their responsibilities under this policy.

3.4. Appropriate equality and recruitment training will be provided where necessary.

3.5. Managers and leaders are expected to:

- make fair and evidence-based decisions;
- consider equality implications when implementing policies and procedures;
- respond appropriately to complaints or concerns;
- promote an inclusive team culture;
- support employee wellbeing; and
- ensure reasonable adjustments are considered promptly and appropriately.

Failure by managers to take appropriate action in relation to discriminatory behaviour may itself be treated as a disciplinary matter.

3.6. All employees are expected to:

- treat others with dignity and respect;
- comply with this policy;
- avoid discriminatory, bullying or harassing behaviour; and
- report concerns where appropriate.

These expectations apply:

- in the workplace;
- during work-related events or social activities;
- online and on social media where work relationships may be affected; and
- when dealing with pupils, parents, carers, contractors and visitors.

Employees involved in recruitment or management activities should seek guidance from Human Resources where necessary.

Employees are encouraged to provide feedback on this policy and suggest improvements through Human Resources.

4. Inclusive Working Environment

- 4.1.** The Trust is committed to maintaining a working environment that is inclusive, professional and free from intimidation, hostility, bullying, harassment or discrimination.
- 4.2.** The Trust expects all employees to contribute positively to an inclusive culture by:
- communicating respectfully;
 - valuing different perspectives and experiences;
 - avoiding inappropriate assumptions or stereotypes; and
 - challenging unacceptable behaviour where appropriate.
- 4.3.** Employees should be mindful that inappropriate behaviour may still amount to discrimination or harassment even where:
- there was no intention to offend;
 - comments were intended as humour or banter; or
 - conduct occurs outside normal working hours or online.
- 4.4.** Behaviour which undermines another person's dignity or creates an intimidating, hostile or offensive environment will not be tolerated.

5. Forms of Discrimination

Unlawful discrimination is prohibited unless a specific legal exemption applies.

Discrimination may be direct or indirect and may occur intentionally or unintentionally.

5.1. Direct discrimination

- 5.1.1.** Direct discrimination occurs where a person is treated less favourably because of a protected characteristic.
- 5.1.2.** In limited circumstances, a protected characteristic may amount to an occupational requirement where it is a proportionate means of achieving a legitimate aim.

5.2. Indirect discrimination

- 5.2.1.** Indirect discrimination occurs where a provision, criterion or practice applies equally to everyone but disadvantages people who share a protected characteristic and cannot be objectively justified.

5.3. Harassment

- 5.3.1.** Harassment is unwanted conduct related to a protected characteristic which has the purpose or effect of:
- violating a person's dignity; or
 - creating an intimidating, hostile, degrading, humiliating or offensive environment.

5.3.2. Harassment may be physical, verbal or non-verbal and can occur through:

- face-to-face interactions;
- written communications;
- email;
- messaging platforms;
- social media;
- telephone communications; or
- other online activity.

5.3.3. Examples of behaviour that may constitute harassment include:

- offensive jokes or comments;
- derogatory language;
- unwanted physical contact;
- mocking accents, disabilities, beliefs or personal characteristics;
- exclusion from workplace activities;
- intrusive questions about personal circumstances;
- repeated misgendering;
- circulating offensive material; or
- intimidating or humiliating conduct.

The Trust recognises that employees may have different perceptions and experiences, and behaviour may still be unacceptable even if unintended.

5.4. Victimisation

Victimisation occurs where someone suffers a detriment because they have:

- raised a complaint;
- supported another person's complaint; or
- provided information relating to discrimination or harassment.

5.5. Discrimination by association and perception

The Trust recognises that discrimination and harassment may occur because of:

- association with someone who has a protected characteristic; or
- a perception that someone has a protected characteristic.

5.6. Third-party harassment

The Trust will not tolerate harassment of employees by third parties, including parents, carers, visitors, contractors or suppliers.

Appropriate action will be taken where concerns are raised.

Part-time, temporary and fixed-term employees will not be treated less favourably than comparable full-time or permanent employees unless objectively justified.

6. Reasonable Adjustments and Support

6.1. The Trust is committed to removing barriers for disabled employees and applicants and will make reasonable adjustments in accordance with the Equality Act 2010.

6.2. Reasonable adjustments may include, but are not limited to:

- adjustments to working arrangements or duties;
- specialist equipment or software;
- adjustments to premises;
- flexible working arrangements;
- amended absence triggers;
- phased returns to work;
- additional support or training; or
- adjustments to recruitment processes.

6.3. Employees are encouraged to discuss adjustment needs with their manager or Human Resources as early as possible so that appropriate support can be considered.

6.4. The Trust recognises that some conditions may be fluctuating, non-visible or long term and will consider requests sensitively and on a case-by-case basis.

7. Menopause, Wellbeing and Support

7.1. The Trust recognises that menopause and other health-related conditions may affect employees differently and may require support or workplace adjustments.

7.2. Where appropriate, the Trust will consider reasonable support measures including:

- temporary adjustments to duties;
- flexible working arrangements;
- additional rest breaks;
- access to wellbeing support; or
- adjustments to the working environment.

7.3. Employees are encouraged to discuss any support needs with their manager or Human Resources in confidence.

8. Flexible Working

8.1. The Trust recognises the importance of supporting work-life balance and flexible working where operationally feasible.

8.2. Requests for flexible working will be considered fairly, consistently and in accordance with statutory rights and Trust procedures.

8.3. The Trust recognises that flexible working may assist employees with caring responsibilities, disabilities, health conditions, religious observance or other personal circumstances.

9. Recruitment and Selection

9.1. Recruitment and selection processes will be conducted fairly, consistently and transparently.
Selection decisions will be based on objective job-related criteria.

9.2. Job descriptions and person specifications will be reviewed regularly to ensure they are relevant and non-discriminatory.
Shortlisting should, where possible, be carried out by more than one person.

9.3. Job advertisements will avoid discriminatory language or wording that could discourage applications from underrepresented groups.

9.4. The Trust may take lawful positive action measures to encourage applications from underrepresented groups where appropriate.

9.5. Applicants will not be asked questions about health or disability before a conditional offer is made except where permitted by law, including:

- to establish whether reasonable adjustments are required;
- to determine whether an applicant can carry out an intrinsic function of the role; or
- for equality monitoring purposes.

9.6. Any post-offer health enquiries will be lawful, proportionate and relevant to the role.

9.7. Applicants will not be asked about pregnancy, family planning, gender history or matters unrelated to their ability to perform the role.

9.8. All applicants will be required to provide evidence of their right to work in the UK in accordance with immigration legislation.

9.9. Equality monitoring information will be collected separately from recruitment decisions and used only for monitoring and improving equality practices.

9.10. The Trust is committed to ensuring that safeguarding and safer recruitment practices are applied fairly and consistently and do not unlawfully discriminate against applicants.

9.11. All recruitment activity will be conducted in accordance with:

- Keeping Children Safe in Education (KCSIE);
- safeguarding legislation; and
- equality legislation.

10. Training, Promotion and Conditions of Service

10.1. Employees will have fair access to training, development and promotion opportunities.

10.2. Pay and promotion decisions will be based on objective criteria including performance, skills, qualifications and experience.

10.3. The Trust will review employment practices and benefits regularly to help ensure equality of access and opportunity.

10.4. The Trust will make reasonable adjustments for disabled employees and applicants where required by law.

11. Ending Employment

11.1. Redundancy, dismissal and disciplinary processes will be applied fairly, consistently and without discrimination.

11.2. Selection criteria and procedures will be objective, transparent and evidence based.

12. Reporting Concerns

12.1. Employees who believe they have experienced discrimination, harassment or victimisation are encouraged to raise concerns promptly through:

- the Grievance Procedure;
- the Anti-Bullying and Harassment Policy; or
- Human Resources.

12.2. Complaints will be treated seriously, sensitively and confidentially wherever possible.

12.3. Employees who raise concerns in good faith will not suffer victimisation or less favourable treatment.

12.4. False allegations made maliciously or in bad faith may be dealt with under the Disciplinary Procedure.

12.5. Any employee found to have breached this policy may be subject to disciplinary action, up to and including dismissal for gross misconduct.

13. Equality Monitoring

13.1. The Trust may monitor equality and diversity information relating to recruitment, promotion, training, retention, disciplinary action and other employment processes where lawful and proportionate.

13.2. Monitoring information will be used to:

- identify trends or disparities;
- improve equality practices;
- assess the effectiveness of policies; and
- support compliance with legal obligations.

13.3. All monitoring data will be processed confidentially and in accordance with data protection legislation.

14. Monitoring, Review and Accountability

14.1. The Trust will monitor the implementation and effectiveness of this policy on an ongoing basis.

14.2. Equality considerations will be taken into account in employment decision-making, policy development and organisational practices.

14.3. The Trust may review relevant workforce data and employee feedback to identify potential barriers to inclusion and opportunities for improvement.

14.4. This policy will normally be reviewed every four years, or earlier where:

- legislation changes;
- ACAS or government guidance changes;
- organisational needs require revision; or
- monitoring identifies concerns or improvements are needed.

14.5. The Board of Trustees retains overall accountability for ensuring compliance with equality legislation and promoting an inclusive culture throughout the Trust.

APPENDIX 1 – Equality Objectives and Action Plan

Review Frequency: Reviewed annually and formally updated at least every four years in accordance with the Equality Act 2010 and Public Sector Equality Duty requirements.

Introduction

The Alliance Schools Trust is committed to promoting equality, diversity and inclusion across all aspects of its work and ensuring compliance with the Equality Act 2010.

In line with the Public Sector Equality Duty, the Trust is required to publish measurable equality objectives and demonstrate how it is:

- eliminating discrimination, harassment and victimisation;
- advancing equality of opportunity; and
- fostering good relations between different groups.

The objectives below support the Trust’s strategic priorities and will be monitored annually by senior leaders and the Board of Trustees.

Equality Objectives 2026–2030

Objective 1 – Promote Workforce Diversity and Inclusive Recruitment

Aim: To improve workforce diversity and ensure recruitment, retention and progression practices are inclusive, fair and accessible.

Actions:

- Continue to review recruitment practices to remove barriers and reduce bias.
- Monitor equality data relating to recruitment, retention and promotion.
- Promote inclusive recruitment and selection training for managers.
- Encourage diverse applicant pools through inclusive advertising and outreach.
- Review leadership progression opportunities across the Trust.

Success Measures:

- Increased diversity across the workforce and leadership teams where underrepresentation is identified.
- Positive staff feedback regarding inclusion and fairness.
- Improved monitoring and reporting of workforce equality data.

Lead Responsibility:

- HR Team
- Headteachers
- Senior Leadership Teams

- Board of Trustees

Objective 2 – Improve Outcomes and Inclusion for Pupils with SEND

Aim: To ensure pupils with Special Educational Needs and Disabilities (SEND) have equitable access to education, support, opportunities and outcomes.

Actions:

- Monitor attainment, progress and participation data for pupils with SEND.
- Ensure reasonable adjustments and support strategies are implemented effectively.
- Promote inclusive teaching practices and curriculum accessibility.
- Seek and review feedback from pupils and parents/carers.
- Continue staff training relating to SEND, inclusion and accessibility.

Success Measures:

- Reduction in attainment and participation gaps where identified.
- Increased participation in wider school activities.
- Positive feedback from pupils and families regarding inclusion and support.

Lead Responsibility:

- SEND Team
- Headteachers
- Senior Leadership Teams
- Local School Boards

Objective 3 – Promote Equality, Inclusion and Staff Wellbeing

Aim: To strengthen awareness, understanding and promotion of equality, diversity, inclusion and wellbeing across the Trust.

Actions:

- Deliver regular Equality, Diversity and Inclusion (EDI) training for all staff.
- Ensure EDI forms part of staff induction.
- Promote awareness of mental health, wellbeing and inclusive practices.
- Review staff feedback and wellbeing data where appropriate.
- Encourage respectful and inclusive workplace behaviours.

Success Measures:

- Increased staff awareness and understanding of equality and inclusion.
- Positive wellbeing and staff survey feedback.

- Reduction in equality-related concerns or complaints where appropriate.

Lead Responsibility:

- HR Team
- Senior Leaders
- Headteachers
- Trust Leadership Team

Monitoring and Review

Progress against these objectives will be reviewed annually by senior leaders and reported to the Board of Trustees.

The Trust may update objectives where required to reflect:

- Legislative changes;
- Organisational priorities;
- Workforce or pupil data; or
- Emerging equality considerations.

APPENDIX 2 - School Accessibility Statement and Accessibility Planning

1. Introduction

1.1 The Alliance Schools Trust is committed to ensuring that all pupils, staff, parents, carers and visitors are able to access education, facilities and services in an inclusive and supportive environment in accordance with:

- the Equality Act 2010;
- the Public Sector Equality Duty;
- the Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017; and
- the Special Educational Needs and Disability (SEND) Code of Practice,

1.2 The Trust is committed to identifying and removing barriers to participation and ensuring that disabled pupils are not placed at a substantial disadvantage.

1.3 The purpose of this Accessibility Statement and Accessibility Planning arrangements is to outline how schools within the Trust will:

- improve access to the curriculum for pupils with disabilities and additional needs;
- improve the physical environment of schools to increase access to education, facilities and services;
- improve the availability and accessibility of information for pupils, parents, carers and visitors with disabilities; and
- promote awareness and understanding of equality, diversity, inclusion and accessibility across the school community.

1.4 Accessibility planning forms part of the Trust's wider commitment to equality, inclusion, safeguarding and pupil wellbeing.

2 Commitment to Equality and Inclusion

2.1 The Trust has high aspirations for all pupils, regardless of disability, additional need or background, and expects all pupils to be supported to participate fully in school life and achieve their individual potential.

2.2 We are committed to providing an ambitious, inclusive and supportive educational environment in which pupils of all abilities can learn, develop and succeed.

2.3 The Trust recognises that pupils may require different levels and types of support and will seek to respond positively and appropriately to individual needs.

2.4 The Trust aims to provide a welcoming, caring and inclusive environment where pupils feel safe, valued and encouraged to participate in all aspects of school life, including wider enrichment opportunities.

2.5 The Trust is committed to identifying and reducing barriers that may prevent disabled pupils from accessing education, facilities, services or wider school experiences.

2.6 We recognise that accessibility and inclusion are ongoing responsibilities and that there is always opportunity for further improvement.

3 Accessibility Planning

3.1 The Trust Accessibility Plan outlines how barriers to learning, participation and access will be identified and addressed across schools within the Trust.

3.2 The Trust Accessibility Plan will be reviewed regularly and formally updated every four years.

3.3 Each school within the Trust is responsible for maintaining a local Accessibility Plan which reflects the needs of its pupils, staff and wider community.

3.4 Local Accessibility Plans should:

- identify areas for improvement;
- include reasonable and proportionate actions;
- be monitored regularly by school leaders; and
- be reviewed annually by the Local School Board.

3.5 Schools are responsible for ensuring that Accessibility Plans are published and available in accordance with statutory requirements.

3.6 The Trust will continue to provide staff with appropriate training and guidance relating to:

- equality and diversity;
- disability awareness;
- inclusive practice;
- SEND responsibilities; and
- accessibility requirements under the Equality Act 2010.

4 Legal Framework

4.1 This document has been prepared in accordance with:

- Schedule 10 of the Equality Act 2010;
- the Equality Act 2010;
- the Public Sector Equality Duty;
- the SEND Code of Practice; and
- Department for Education guidance relating to accessibility and inclusion in schools.

4.2 Under the Equality Act 2010, a person is considered disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

4.3 Under the SEND Code of Practice:

- “long-term” generally means lasting, or likely to last, for at least 12 months; and
- “substantial” means more than minor or trivial.

Disabilities may include:

- sensory impairments;
- physical disabilities;
- neurodiverse conditions;
- long-term medical conditions; and
- mental health conditions.

4.4 Schools have a duty under the Equality Act 2010 to make reasonable adjustments for disabled pupils to reduce or remove substantial disadvantage compared with pupils who are not disabled.

4.5 Reasonable adjustments may include:

- changes to policies or practices;
- provision of auxiliary aids or services;
- adjustments to teaching approaches or materials; and
- improvements to physical accessibility where reasonable and practicable.

4.6 The Trust is committed to working collaboratively with pupils, families, staff and external agencies to support accessibility, inclusion and participation across all areas of school life.

APPENDIX 3 – Alliance Schools Trust Accessibility Plan 2026–2030

Introduction

This Accessibility Plan sets out the actions the Alliance Schools Trust will take to improve accessibility and inclusion across all schools within the Trust in accordance with:

- the Equality Act 2010;
- the Public Sector Equality Duty;
- the Special Educational Needs and Disability (SEND) Code of Practice; and
- Department for Education guidance.

The Trust is committed to removing barriers to participation and ensuring that disabled pupils, staff, parents, carers and visitors are able to access education, facilities and services as fully as possible.

Each school within the Trust will maintain and review a local Accessibility Plan that reflects the needs of its individual community. Local plans will be reviewed annually by the Local School Board and monitored by the Trust.

This plan will be reviewed every four years, with progress monitored annually.

1. Improving Access to the Curriculum and Wider School Activities

Aim: To ensure that pupils with disabilities and additional needs are able to access a broad, balanced and ambitious curriculum and participate fully in school life, including extracurricular activities and educational visits.

Actions:

- Continue to monitor the progress, attainment and participation of pupils with SEND and other vulnerable groups.
- Carry out focused lesson observations and learning walks to evaluate accessibility and inclusion within teaching and learning.
- Review curriculum materials and classroom practice to ensure accessibility for all learners.
- Use specialist advice and support from external agencies where appropriate.
- Ensure reasonable adjustments are considered for school trips, extracurricular activities and enrichment opportunities.
- Include accessibility and support information within communications relating to trips, visits, events and school activities.
- Promote inclusive participation across all aspects of school life.

Intended Outcomes:

- Pupils with SEND and disabilities make strong progress in line with their peers where appropriate.

- Increased participation of pupils with disabilities in extracurricular activities and school visits.
- Improved pupil and parent/carer confidence and satisfaction regarding inclusion and accessibility.
- Reduced barriers to learning and participation.

Responsibility:

- Headteachers
- SENDCOs
- Senior Leadership Teams
- Curriculum Leaders
- Local School Boards

Timescale: Ongoing with annual review.

2. Improving the Physical Environment

Aim: To improve the accessibility of Trust sites, facilities and learning environments for pupils, staff, parents, carers and visitors with disabilities.

Actions:

- Review school environments regularly to identify and address accessibility barriers where reasonably practicable.
- Consider accessibility requirements as part of site development, refurbishment and maintenance planning.
- Ensure accessibility arrangements are considered for school events, open evenings and parental engagement activities.
- Include information within communications inviting individuals to notify schools of accessibility requirements in advance of events or visits.
- Review emergency evacuation arrangements and accessibility procedures where appropriate.

Intended Outcomes:

- Improved physical accessibility across Trust sites.
- Increased participation and engagement of pupils, families and visitors with disabilities.
- Reduction in physical barriers affecting access to education and services.

Responsibility:

- Headteachers
- Estates and Facilities Teams

- Senior Leadership Teams
- Local School Boards

Timescale: Ongoing with regular site review.

3. Improving Access to Information

Aim: To improve the availability and accessibility of information for pupils, staff, parents and carers with disabilities.

Actions:

- Ensure staff use accessible teaching and learning materials where appropriate, including enlarged text, visual aids, assistive technology and adapted resources.
- Provide staff training on accessible communication and inclusive classroom practice.
- Support the use of laptops, assistive technology and alternative recording methods where appropriate.
- Ensure key information can be made available in accessible formats where reasonably practicable.
- Continue to review communication methods to improve accessibility for all stakeholders.

Intended Outcomes:

- Improved access to learning materials and information.
- Reduced barriers associated with written or visual communication.
- Increased independence and participation for pupils with disabilities.

Responsibility:

- Teaching Staff
- SENDCOs
- Senior Leadership Teams
- IT and Support Services

Timescale: Ongoing with annual review.

4. Promoting Equality, Diversity and Inclusion Awareness

Aim: To promote understanding, awareness and implementation of equality, diversity, inclusion and accessibility responsibilities across the Trust.

Actions:

- Provide regular Equality, Diversity and Inclusion (EDI) training for all staff.
- Ensure EDI forms part of staff induction processes.

- Provide relevant SEND, safeguarding, accessibility and mental health awareness training where appropriate.
- Review local accessibility plans and equality objectives annually.
- Report progress relating to equality and accessibility to Local School Boards and the Board of Trustees annually.
- Encourage inclusive practices and positive attitudes towards diversity across all school communities.

Intended Outcomes:

- Improved staff awareness and understanding of equality, inclusion and accessibility responsibilities.
- Greater consistency of inclusive practice across schools.
- Improved confidence in supporting pupils, families and colleagues with additional needs.
- Continued compliance with equality legislation and statutory duties.

Responsibility:

- Trust Leadership Team
- Headteachers
- Human Resources
- SENDCOs
- Local School Boards
- Board of Trustees

Timescale: Ongoing with annual reporting and review.

5. Monitoring and Review

The Trust will monitor the effectiveness of this Accessibility Plan through:

- annual review of local school accessibility plans;
- equality and inclusion reporting;
- pupil, parent/carer and staff feedback;
- governance oversight; and
- ongoing evaluation of accessibility arrangements and support measures.