Alburgh with Denton C of E Primary Academy

Accessibility Policy and Plan

Policy Type:	**Trust Policy**
Approved By:	**Trust Board (Joint Policy Development Committee)**
Approval Date:	**20/05/2024**
Review Date:	**May 2027**
Person Responsible:	**Head of Operations**

Summary of Changes

The model policy has been revised to reflect these changes to the statutory guidance as outlined below.

Page Ref.	Section	Amendment	Date of Change
	Throughout	Name of academy inserted once thereafter known as The Academy	Nov 2021
4	3.9	Updated to include 2021 Local Authority Accessibility Strategy and procedures	Nov 2021
9	Appendix A	Updated to include 2021 Local Authority Accessibility Action plan template for individual academies	Nov 2021

Our School Vision:

"Mighty Oaks from Tiny Acorns Grow"

Our Vision is based upon the parable of the mustard seed: "The kingdom of God is like a mustard seed, that seed is the smallest of all seeds. But when it grows, it is one of the largest garden plants" [Matthew 13 V31-32] This is underpinned by the common language of our core values: Hope, Forgiveness and Justice.

Roles and Accountabilities

The Diocese of Norwich St Benet's Multi Academy Trust is accountable for all policies across its Academies. All policies whether relating to an individual academy or the whole Trust will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high-quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured and talents released.

A Scheme of Delegation for each academy sets out the responsibilities of the Local Governing Body and Principal / Head Teacher. The Principal / Head Teacher of each academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

1 Legal framework

1.1 This policy has due regard to statutory legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- Equality Act 2010 (Specific Duties) Regulations 2011
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

1.2 This policy will be used in conjunction with the following school policies and procedures:

- Equality and Diversity Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy

- Data Protection Policy

1.3 This policy seeks to further the aims of our Mission Statement/Vision by: *Continuing to improve all aspects of the physical environment of the academy site and other resources so that all disabled pupils and students can take full advantage of the education and associated opportunities provided by the Academy.*

2 Definition (Equality Act 2010)

2.1 "A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities"

2.2 The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against pupils/students because of sex, race, disability, sexual orientation, religion or belief.

3 Roles and responsibilities

3.1. Staff members will act in accordance with the academy's Accessibility Policy and Accessibility Plan at all times.

3.2. The Headteacher/Principal, in conjunction with the Local Governing Body (LGB) or select committee will create an Accessibility Plan with the intention of improving the academy's accessibility.

3.3. The LGB, or a select committee, will be responsible for monitoring the Accessibility Plan.

3.4. The LBG will approve the Accessibility Plan before it is implemented.

3.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil/student, parent/carer or colleague.

3.6. The Headteacher/Principal will ensure that staff members are aware of individual pupils'/students' disabilities or medical conditions where necessary.

3.7. During a new pupil's/student's induction at Alburgh with Denton Academy HEREAFTER REFERRED TO AS The Academy] the Headteacher/Principal/Head of School will establish whether the pupil/student has any disabilities or medical conditions which the academy should be aware of.

3.8. The Headteacher/Principal is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils/students with disabilities are experienced.

3.9. The Headteacher/Principal, LGB and senior leadership team (SLT) will work closely with the Trust, the Local Authority Accessibility Strategy and external agencies to effectively create and implement the academy's Accessibility Plan.

3.10. The special educational needs and disabilities coordinator (SENCO) will work closely with the Headteacher/Principal and LGB to ensure that pupils/students with special educational needs and disabilities (SEND) are appropriately supported.

3.11. All staff members and governors will partake in whole school training on equality issues with reference to the Equality Act 2010.

3.12. Designated staff members will be trained to effectively support pupils/students with medical conditions, such as understanding how to administer insulin.

4. Accessibility Plan

4.1. The Accessibility Plan will be structured to complement and support the academy's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities Policy.

4.2. The Accessibility Plan will be presented as either a freestanding document or as part of another document, such as the Academy Improvement Plan.

4.3. The Academy Accessibility Plan demonstrates how access will be improved for pupils/students with disabilities, staff, parents/carers and visitors to the academy within a given timeframe.

4.4. The plan has the following key aims:

- To increase the extent to which pupils/students with disabilities can participate in the curriculum
- To improve and maintain the academy's physical environment to enable pupils/students with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils/students, staff, parents/carers and visitors with disabilities.

4.5. The intention is to provide a projected plan for a three year period ahead of the next review date, which will be in 2025

4.6. If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

4.8. The Accessibility Plan will be used to advise other academy planning documents and will be reported upon annually in respect of progress and outcomes.

4.9. Both the Accessibility Policy and Accessibility Plan will be published on the academy website.

4.10. The Academy will collaborate with the Trust and Norfolk LA in order to effectively develop and implement the plan.

4.11. An access audit will be undertaken by the LGB and SENCO every year.

4.12. The academy will provide adequate resources for implementing plans, ensuring pupils/students are sufficiently supported.

4.13. During Ofsted inspections, the inspectorate may include the academy's Accessibility Plan as part of their review.

4.14. The Trust will prepare accessibility strategies based on the same principles as the academy's Accessibility Plan.

4.15. The Trust will work with the Norfolk LA to provide auxiliary aids and services where necessary in order to help the academy provide adequate support to pupils/students with disabilities.

5. Equal opportunities

5.1. The Academy strives to ensure that all existing and potential pupils/students are given the same opportunities.

5.2. The Academy is committed to developing a culture of inclusion, support and awareness.

5.3. Staff members will be aware of any pupils/students who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil/student is effectively supported.

5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils/students with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils/students equal opportunities.

5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils/students to reach their full potential and receive the support they need.

5.6. The Academy will ensure that all extracurricular activities are accessible to all pupils/students. The academy will make all reasonable adjustments to allow pupils/students with SEND to participate in all academy activities.

6. Admissions

6.1. The Academy will act in accordance with the Admissions Policy.

6.2. The academy will apply the same entry criteria to all pupils/students and potential pupil/students.

6.3. In the event of entry examinations, the academy will support those with SEND by making any reasonable adjustments necessary, e.g. publishing exam papers in a larger font.

6.4. The Academy will strive to not put any pupil/student at a substantial disadvantage by making reasonable adjustments prior to the pupil/student starting at the academy.

6.5. All pupils/students, including those with SEND, will have appropriate access to all of the opportunities available to any member of the academy community.

6.6. Information will be obtained on future pupils/students in order to facilitate advanced planning.

6.7. Prospective parents/carers of statemented pupils/students, and pupils/students with SEND, are invited to a transition meeting prior to the pupil/student starting the academy in order to discuss the pupil/student's specific needs.

7. Curriculum

7.1. The Academy is committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils/students regardless of their education, physical, sensory, social, spiritual and emotional needs.

7.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.

7.3. The Academy aims to provide a differentiated curriculum to enable all pupils/students to feel secure and make progress.

7.4. The head of department for each subject and the SENCO will work together to adapt a pupil/student's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all pupils/students to reach their full potential.

7.5. Physical education lessons will be adapted, wherever possible, to allow pupils/students with disabilities to participate in lessons.

7.6. Where areas of the curriculum present particular challenges for a pupil/student, these are dealt with on an individual basis.

7.7. The class teacher, in discussion with the pupil/student and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any particular disability or impairment.

7.8. There are established procedures for the identification and support of pupils/students with SEND in place at the school.

7.9. Detailed pupil/student information on pupils/students with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.

7.10. Specialist resources are available for pupils/students with visual impairments, such a large print reading books/laptops with accessibility features etc.

7.11. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

8. Physical environment

8.1. The Academy is committed to ensuring that all pupils/students, staff members, parents/carers and visitors have equal access to areas and facilities within the academy premises.

8.2. There are no parts of The Academy to which pupils/students with disabilities have limited or no access to.

8.3. The academy has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.

8.4. There are provisions for nappy changing.

8.5. Where entrances to the academy are not flat, a ramp is supplied for access.

8.6. Wide doors are fitted throughout the academy to allow for wheelchair access.

8.7. The corridor flooring and lighting is designed to support those who are visually impaired.

9. Monitoring and review

9.1. This policy will be reviewed on an annual basis or when new legislation/guidance concerning equality and disability is published.

9.2. The LGB and Headteacher/Principal will review the policy in collaboration with the SENCO's support.

9.3. Equality impact assessments will be undertaken as and when academy policies are reviewed.

Appendix A Accessibility Action Plan template

Alburgh with Denton C of E Primary Academy

ACCESSIBILITY PLAN

2026-2029

1. The Purpose of this Plan

This plan sets out how The Academy will increase access to education for disabled pupils in three key areas:

a) increasing the extent to which disabled pupils can participate in the academy curriculum;

b) improving the environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services;

c) focusing on how we deliver information, which is often only provided in writing to improve accessibility for all including disabled parents.

Our school accessibility plan will be reviewed every three years and reported on annually.

2. What does accessibility and inclusion mean for our academy?

We are committed to providing an academy that can be accessed, understood and used to the greatest extent possible by all people regardless of their ability or disability.

When reviewing or redesigning our academy environment (such as our buildings, technology, information, communication or culture) we will be guided by the following:

(a) Provide the same means of use to enable access for all users: identical whenever possible; equivalent when not

(b) Avoid segregating or stigmatizing any users

(c) Provisions for privacy, security and safety shall be equally available to all users

(d) Ensure dignity in use for all users.

3. Definition of disability

The definition of disability is set out in the Equality Act 2010, Part 6:

'A physical or mental impairment which has a substantial and long term effect on a person's ability to carry out normal day to day activities'.

Reasonable adjustments for disabled people

Where something the school does places a disabled person at a substantial disadvantage compared to a non-disabled person, we will take all reasonable steps to try to avoid that disadvantage. This may mean changing the way we work, providing extra equipment or removing physical or other barriers.

4. Information about our academy

You can find out about our academy on our website, here **http://www.alburghwithdentonprimaryschool.co.uk/**

Action Plan

	What we are doing	What will it mean for students	Who is responsible for achieving it	When it will be achieved
1	Curriculum Staff make use of adaptations and support within their planning for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Progress is tracked for all pupils. The curriculum is reviewed within the monitoring schedule to ensure it meets the needs of all pupils.	Increase access to the curriculum for all pupils with a disability.	SENDCo and class teachers. Subject leads. Headteacher SENDCo governor	Ongoing throughout the year and checked when any new pupils with a disability arrive. The curriculum is reviewed termly through subject monitoring and

	Staff are trained and updated in order to provide quality first teaching and respond to individual needs. Staff engage with outside agencies and CPD opportunities to update and inform specific approaches. Recommendations are actioned			reviews with the MAT and SENDCo.
2	<u>Learning Environment</u> Pupils with specific needs have the appropriate equipment in place to allow access to lessons. Teachers ensure seating plans are appropriate and support pupils with a disability and are adjusted as required. The environment is adapted to meet pupil needs as required eg • Writing slopes • Chair cushions • Seating plans • Toilets (disabled) Personal evacuation plans are written for identified vulnerable pupils. Ensure all rooms/spaces allow independent access for all. Address any areas that are deemed inaccessible to pupils with disabilities eg. Wheelchair access or addition of hand rails. Alternative arrangements and timings, including drop off and collections, can be arranged to allow for easier access, more room/more time.	All pupils will have equal access to the physical learning environment both in the classroom and outside in the playground and field.	SENCO and HT Evacuation plans are written and signed off by the SENDCo EYFS teacher Information is requested from pre-schools or current schools and outside agencies ahead of children joining. 1:1 TA where relevant Caretaker H&S MAT lead and Governor.	Ongoing with a review each July as new cohorts and their rooms are planned for. Staff are kept informed by the SENDCo and/or parents. Equipment is purchased / budgeted for ahead of their start date.

	The school uses a range of communication methods to ensure information is accessible for example – Internal signage, Printed resources (font and size) Sound systems where required. Discuss with the parents the child's communication needs and adaptations which will ensure it is clear and gather their voices. Clear information shared for transition to High Schools as required.	Improve the delivery of information to pupils with a disability	SENDCo and Class teacher 1:1 TA where appropriate Caretaker	Ongoing review and adjust communication of information as needs change or new approaches are recommended.