

St Nicholas CE Primary School

Policy Title:	Accessibility Policy and Plan
Responsibility:	Headteacher
Review Body:	Headteacher
Date:	March 2021
Review:	March 2023

Context

The Accessibility Policy and Plan represents the St Nicholas CE Primary School (the Academy) current approach to meeting the requirements of The SEN and Disability Act 2001 and The Equality Act 2010 (the Act), which requires educational establishments to take measures to meet the reasonable needs of potential building users in anticipation of these needs.

The Aquinas Church of England Education Trust (the Trust) and the Academy acknowledge the requirements of the Act whereby schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership. Furthermore, the Public Sector Equality Duty (PSED) requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. The Academy uses the broad definition of 'disability' being a person who has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out day to day activities. This also includes any pupil whose condition is currently stabilised by medication or a physical support (except for those wearing glasses). The Academy seeks to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by such legislation in order to support all learners to have access to the education provision that meets their needs.

Legal Framework

This policy has due regard to legislation and national guidance 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
The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
Admissions Code 2014
DfE (2014) 'The Equality Act 2010 and schools'
DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

Policies relating the Accessibility Plan

This plan is one of a series in the Trust's integrated inclusion portfolio and should be read alongside both central Trust and individual academy policies. These include:

The Trust's policies on:

- Allegation of abuse against staff
- Complaints

- Data Protection
- Document Management and Retention
- Equality and Equality Objectives and Information
- Grievance and Disciplinary
- Health and Safety
- Induction
- Lone worker
- Positive Handling
- Safeguarding
- Safer Recruitment
- Whistleblowing

Academies' individual policies on:

- Administration of Medicines and Children with Medical Conditions
- Admission Arrangements
- Anti-bullying
- Attendance
- Appropriate physical contact including restraint
- Behaviour
- Child Looked After
- Child Protection
- Complaints
- Curriculum
- First Aid
- Health and safety procedures
- Missing children
- Personal and intimate care
- Photography of children and young people
- Remote Education
- Special Educational Needs and Disability

Aims

The Academy's accessibility plan forms part of this policy and the Trust's commitment to diversity and inclusivity. It sets out how the Academy will improve equality of opportunity for those with disabilities and medical needs and it demonstrates how access will be improved. The plan should be read in conjunction with the Trust and Academy's special educational needs and disability policy.

The statutory framework creates three key duties towards disabled pupils:

- Not to treat disabled pupils less favourably for reasons related to their disability;
- To make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage including potential adjustments that may be needed in the future;
- To plan to increase access to education for disabled pupils.

The Academy complies with these duties in the three areas by:

- Increasing the extent to which pupils with disabilities and medical needs can participate in the curriculum;
- Improving and maintaining the physical environment of the Academy to enable pupils with disabilities and medical needs to take advantage of the facilities and education on offer and associated services;

- Improving the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

Responsibilities

The Trustees have delegated the responsibility for the accessibility plan and its implementation to the Headteacher of the Academy.

The Headteacher will ensure:

- Implementation of this policy.
- An accessibility plan is created with the intention of improving the Academy's accessibility to pupils with disability or medical needs.
- All staff are aware of pupils' disability or medical conditions where necessary.
- There are processes in place to ascertain pupils' disabilities on entry to the school.
- The SENDCo contributes to this policy and the accessibility plan to support pupils with SEND.
- The teacher designated to support pupils who are unable to attend school due to their medical needs is consulted on this policy and the accessibility plan.
- Staff have appropriate training on this policy and the Act.
- The effectiveness of the plan is evaluated annually which will be reported to Trustees as part of the report provided to the Education Scrutiny Committee by the member of staff responsible for Inclusion and SEND.

All staff have a duty to:

- Promote equality of opportunity.
- Eliminate discrimination.
- Eliminate harassment of persons related to any impairments.
- Promote positive attitudes towards those people with disabilities.
- Encourage participation by people with disabilities in public life.
- Take steps to take account of disabled person's impairments, even where that involves treating the disabled person more favourably than other people.
- Act in accordance with this policy.

Action Plan

The Academy provides a learning community where pupils are supported and challenged to achieve their full potential. It aims to ensure that every pupil succeeds by providing an inclusive education within a culture of high expectations, and by giving them confidence they can succeed. Every pupil, parent, member of staff and visitor, is made welcome irrespective of ethnicity or disability.

The Academy complies with the aims of the accessibility plan by seeking to:

Equal Opportunities

- Ensure that all existing and potential pupils are given the same opportunities.
- Increase the extent to which disabled pupils and those with medical needs can participate in the curriculum by enabling relevant adaptations of the curriculum, the learning environment and the resources.
- Ensure that there is safe access for all users of the Academy irrespective of their disability and medical needs.
- Utilise the physical environment to develop the extent to which disabled pupils can take advantage of education and associated services.

- Provide equality of access to the building and use of facilities to all pupils, staff, and visitors.
- Carry out an audit of existing provision.
- Ensure that staff members are aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
- Ensure wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.
- Identify areas where disabilities are not fully provided for.
- Ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.
- Implement staff training to meet identified needs.
- Cost/plan for changes to the physical environment to meet identified needs.
- Enable continued development of student understanding of disability.
- Further develop strategies aimed at anticipating/preparing pupils with disabilities for their future place in society.

Admissions

- Act in accordance with the Admissions Code and the Academy's admission arrangements and not discriminate against applicants with an EHC plan or with special educational needs or disabilities.
- Facilitate the smooth transition of pupils with disabilities and/or medical needs by obtaining information in advance to facilitate planning and the necessary adjustments.
- Ensure that information about the Academy is accessible to all prospective pupils and parents regardless of their disability.

Curriculum by seeking to

- Provide a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- Ensure that no pupil is excluded from any aspect of the school curriculum due to their disabilities, impairments or medical needs.
- Provide a differentiated curriculum to enable all pupils to feel secure and make progress. Teachers and SENCO and the designated teachers for pupils who are unable to attend school due to their medical needs will work together to co-ordinate a pupil's provision with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential. Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.
- Adapt physical education lessons, wherever possible, to allow pupils with disabilities and medical conditions to participate in lessons.
- Ensure, in discussion with the pupil and their parents that all adjustments possible, in line with common sense and practical application, will be made for any disability, impairment or medical need.
- Ensure that there are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'. Specialist resources are available for pupils with impairments, such as large print reading books for those with visual impairments.

The specific steps taken by the Academy to comply with this action plan are detailed at Appendix A and future plans and detailed at Appendix B.

Data Protection

In the implementation of this plan, the Academy will receive personal data, some of which will be sensitive personal data. The Academy processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018. The Academy complies with the requirements of the data protection legislation as detailed in the Trust data protection Policy.

All staff are aware of the principles of data protection and will not processes personal data unless necessary. The Academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the [Trust/academy] has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.

Appendix A

Increasing the extent to which disabled pupils can participate in the school curriculum

The Academy's Special Educational Needs and Disability Policy ensures that colleagues identify, assess and arrange suitable provision for pupils with disabilities, special educational needs and medical needs including the provision of any necessary auxiliary aids. Working alongside the Local Authority and Educational Psychology Service, the SENCo team manages the Statutory Assessment Process ensuring additional resources are available where appropriate.

The pastoral team provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. The school works closely with specialist services including:

- Early Support such as Children and Family Centres
- Complex Needs
- Occupational therapists and physiotherapists
- Speech & Language Therapy, Early Action for Children's Social Communication (SPEACS)
- Sensory Support Service
- Phoenix Children's Resource Centre for children

High quality teaching and learning lies at the heart of our school. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs with both mixed ability and ability groupings. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children are encouraged to attend afterschool clubs, leisure and cultural activities and educational visits. The only exception would occur if a child's participation jeopardized the safety of others or themselves.

Improving access to the physical environment of the school

This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by the school. The academy commits to a proactive approach when taking account of the needs of children and visitors with mobility and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. We have a range of equipment and resources available for everyday use. We keep our resource provision under constant review.

Improving the delivery of information to disabled persons

Colleagues are aware of the services available through the Local Authority for converting written information into alternative formats. Pupils will also have access to the necessary auxiliary aids to promote accessibility. The school seeks to establish the current level of need of any pupil and respond to changes in the range of need. The school identifies agencies and sources of such materials to be able to make the provision when required.

Appendix B - Future Plans

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Staff members do not know whether the curriculum is accessible	Audit of the curriculum	Headteacher, SLT, Teachers	Summer 2021	Management and teaching staff are aware of the accessibility gaps in the curriculum	Autumn 2021
	Not all staff members have the confidence to use their skills to support pupils with SEND	INSET provided to staff members Training for staff on differentiation within the curriculum	External Advisors, SENCO	Summer 2021 (ongoing)	Staff members have the skills to support pupils with SEND	Autumn 2021
Medium term	School trips do not always take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO	Spring 2021 (ongoing)	Planning of school trips takes into account pupils with SEND	Summer 2022
Long term	Pupils with SEND cannot always access lessons	Provide tablets / laptops and other adjustments for pupils with SEND	SENCO, Computing coordinator / ICT Manager.	Autumn 2021 (ongoing)	Pupils with SEND can access lessons	Spring 2022

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	SLT does not know exactly how accessible the school's physical environment is	Audit of physical environment	Building surveyors	Spring 2021 (ongoing)	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Summer 2021
Medium term	Learning environment of pupils with visual impairments is not always accessible	Incorporation of appropriate colour schemes, yellow strip signage etc.	Headteacher, Site Manager	Summer 2022	Learning environment is accessible to pupils with visual impairments	Autumn 2022
	Layout of school does not allow access for all pupils	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	Headteacher, Site Manager	As required	Access to toilets is increased	Autumn 2022
	Lack of access to specialist IT equipment	Alternative equipment in place to ensure access	Headteacher/SENCO	As required	Hardware and software available to meet the needs of children as appropriate	Autumn 2022
Long term	Children with physical disabilities cannot access all parts of the school buildings	Construction work undertaken / Green Hut to be made accessible.	Headteacher /building contractors	As appropriate	School buildings are fully accessible	Autumn 2022

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	SLT staff do not know whether all relevant school information is accessible or not	Audit of information and delivery procedures	Headteacher/ SENCO	Spring 2021	School is aware of accessibility gaps to its information delivery procedures	Summer 2021
	School does not know fully how to make written information accessible	School seeks advice from external advisors	SENCO	Summer 2021 (ongoing)	School is aware of local services for converting written information into alternative formats	Autumn 2021
Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing and install window blinds	Headteacher/ SENCO	As appropriate	Written information is fully accessible to children with visual impairments	Summer 2022
Long term	Parents/carers/pupils cannot access school website, brochures, letters or other information	School will liaise with parents/carers/pupils when appropriate. Make parents/carers/pupils aware that alternative versions can be made available	Headteacher/ SENCO	As required	Website is fully accessible	Autumn 2022