



# Kessingland Church of England Primary Academy

## Accessibility Policy

**Approved By: Adrian Crossland**

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**Review Date: 27<sup>th</sup> May 2017**

**Person Responsible: Headteacher**

## **Context**

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) and to further the aims of our Mission Statement/Vision by: *Continuing to improve all aspects of the physical environment of the school site and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by the School.*

## **Definition (Equality Act 2010)**

“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”

## **1. Introduction**

The Governing Body of Kessingland CE Primary Academy has three key duties towards disabled pupils, under the Equalities Act 2010.

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body of Kessingland CE Primary Academy to increase access to education for disabled pupils in the three areas.

- increasing the extent to which disabled pupils can participate in our curriculum
- improving the environment to increase the extent to which disabled pupils can take advantage of the facilities
- ensuring that disabled pupils are provided with the appropriate sources of information so that they are not disadvantaged.

It is a requirement that Kessingland CE Primary Academy’s accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how Kessingland CE Primary Academy will address the priorities identified in the plan.

## **2. Starting points**

### **2.A. The purpose and direction of Kessingland CE Primary Academy’s plan: vision and values**

We are a fully inclusive school serving the needs of the local community. We want all our pupils to develop their intellectual, spiritual, and creative talents. Through recognising and encouraging the successes and achievements of our pupils we want them to develop positive self esteem. We want all our pupils to value and respect the rights and opinions of others. We are proud of being known as a caring institution with a strong sense of community and we strive to ensure we are fully inclusive. We will continue to regularly review our provision to make certain all our pupils can access the full curriculum.

## **Definition of Disability**

Disability is a physical or mental impairment that has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.

## **Increasing the extent to which disabled pupils can participate in Kessingland CE Primary Academy's curriculum**

We wish to broaden our curricular and extra-curricular provision for all pupils throughout the academy. In particular, we wish to further develop the access to our facilities for use by disabled pupils. Kessingland CE Primary Academy has set the following priorities for the development of the vision and values that inform the plan:

### **Actions to be taken:**

- Ensure that all entrances to the school have ramp access available
- Closer liaison with our feeder schools. Members of the transition team aim to glean as much information as possible from the feeder schools about the new intake.
- Continued tracking of progress and then the review of individual student needs.
- Further and regular training for all LSAs in the whole variety of teaching methods, differentiation and student support.

### **2.B. Information from pupil data and Kessingland CE Primary Academy audit**

Our average pupil population is 250 pupils.

Included in our student population we have:

1 pupil with a statement

4 pupils with an EHC plan

Pupils with special educational needs - 50

Pupils with significant medical conditions, visual or hearing impairment - 6 pupils

A small number of pupils have short or mid-term mobility difficulties.

### **Integration**

It is very important to us as a learning community that all our SEND pupils are integrated in as much of the whole Kessingland CE Primary Academy's curricular and extra-curricular learning as is practically possible.

### **Actions currently undertaken:**

Please refer to the SEND Local Offer 2015/16, available from the school website

### **Examples:**

Timetables/class organisation are sympathetically reviewed to ensure that pupils with disabilities are not scheduled in unsuitable rooms.

All pupils in wheelchairs have access to all areas of the school building.

Laptops are available for use by pupils who require support.

Work is modified to enable full curriculum access.

Support and advice accessed from external support teams is used.

### **General Accessibility**

All staff who teach SEND pupils receive regular training and up-dated information about the specific pupils needs.

Our SEND pupils generally achieve well largely as the result of the sharing of information, training and the high level of care shown. Kessingland CE Primary Academy makes good use of all support agencies with regular and careful monitoring of interventions taking place. The quality of one to one support provided is very high.

## **2.C. Views of those consulted during the development of the plan**

All sections of the community are being involved in the development of this accessibility plan. The SEND coordinator has been consulted about very specific details of the provision. All statemented (EHCP) pupils have an annual review where pupils and parents/carers are consulted about the provision offered and are able to contribute evaluative commentary. There is regular liaison with the outside agencies including the sensory support team, physiotherapy and occupational health. Parents/carers visit the school prior to admission which also helps us with our planning and information gathering.

## **3. Improving the physical environment of Kessingland CE Primary Academy to increase the extent to which disabled pupils can take advantage of education and associated services:**

Eg: door frames width, contrasting colour of door frames, lighting, signage, disabled toilets.

## **4. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

Pupils and staff can collect/request information in an appropriate format e.g. large print or Braille.

### **4.A. Management, coordination and implementation**

#### ***Coordination:***

The coordination of our plans will be led through the premises committee who manages our site and all facilities. The community will be informed of progress through a variety of sources including the annual SIP review, the termly report to governors by the Headteacher, newsletters, SEND information report and the web-site.

### **4.B. Getting hold of the plan**

Hard copies of our accessibility plan will be available upon request within twenty working days.

## **5. Impact Assessment**

Impact assessment is a systematic approach to the analysis of the effects of a policy, practice or procedure for disabled pupils, staff and parents.

The main mechanism by which Kessingland CE Primary Academy will assess the impact of the current policies will be by bringing together:

- a) The issues identified through the involvement of disabled pupils, staff and parents; and
- b) The information that Kessingland CE Primary Academy holds on the disabled pupils, staff and parents.

During the lifetime of the scheme there will be regular assessment of the impact on disabled people of the current policies. Disabled people will be involved in prioritising needs. Impact assessment will be incorporated into planned review and revision of existing policies and into the process of developing new policies.

## **6. Policy Review**

This accessibility plan will be kept under review in order to keep it in line with relevant legislation, a full review will take place every three years.

**Kessingland Church of England Primary Academy Accessibility Action Plan 2015/2016**

Objectives	Actions	By Whom	By When	Expected Outcome
Ensure parents/carers with visual disability have equal opportunity to access information from school.	<p>Make parents aware that information relating to the school is available from the school office in large print.</p> <p>Email information to parents in the correct format so that it can be read via computer.</p>	SLT	As required	<p>Format of documentation will be available to all parents</p> <p>The school reacts to the needs of parents when required.</p>
Ensure the curriculum can be accessed by all children	<p>Check timetables and resources are not a barrier to any individual or group's access to the curriculum.</p> <p>Work closely with outside agencies.</p>	SLT SENCO	As required	All children will be able to access all areas of the curriculum
Ensure there is wheelchair access to all areas of the school building.	Ensure ramps are in place and there is wheelchair access into all areas of the building or a moveable ramp.	SLT SENCO	As required	All pupils will be able to access all areas of the school building.
Ensure access arrangements for SATs and transition take into account the individual needs of all pupils.	Ensure transition arrangements are all in place and fully met. Apply for modifications to tests and access arrangements if needed.	SENCO Transition lead	Before Summer Term	<p>All pupils will have transition arrangements in place to meet their individual needs.</p> <p>Tests will be modified where needed giving all pupils equal access.</p>