



Diocese of Norwich
Education and
Academies Trust

Kessingland Church of England Primary Academy

Accessibility Plan

**NB. This policy needs each academy to complete its own
Accessibility Action Plan**

Policy Type:	LGB Policy
Approved By:	DNEAT Trust Board
Approval Date:	December 2015
Date Adopted by LGB:	September 2019
Review Date:	December 2020
Person Responsible:	DNEAT Operations Manager

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

Roles and Accountabilities

The Diocese of Norwich Education and Academies 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 Head Teacher. The 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.

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 academy site and other resources so that all disabled pupils can take full advantage of the education and associated opportunities provided by the Academy.

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"

Introduction

The Local Governing Body (LGB) of Kessingland Church of England 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

The LGB aims to ensure that the academy premises are fit to teach in, by provision of adequate management for the funding, maintenance and review for the upkeep of the fabric of the academy.

The purpose and direction of Kessingland Church of England Primary Academy's plan: vision and values

We are a fully inclusive academy 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.

Integration

It is very important to us as a learning community that all our pupils with Special Educational Needs or Disabilities (SEND) are integrated in as much of the whole academy's curricular and extra- curricular learning as is practically possible. All staff who teach SEND pupils receive regular training and up-dated information about the specific pupils needs.

This plan sets out the proposals of the Local Governing Body of Kessingland Church of England Primary Academy to increase access to education for disabled pupils in the three areas:

1. Increasing the extent to which disabled pupils can participate in our curriculum
2. Improving the environment to increase the extent to which disabled pupils can take advantage of the facilities
3. Ensuring that disabled pupils are provided with the appropriate sources of information so that they are not disadvantaged.

Summary of actions currently undertaken across the three priority areas

- 1. Increasing the extent to which disabled pupils can participate in the curriculum**
 - Both timetables and organisation of classrooms, 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.
 - Relevant training and CPD opportunities identified and attended as required,
- 2. Improving the physical environment of to increase the extent to which disabled pupils can take advantage of education and associated services:**
 - Ensuring that all entrances have wheelchair access and portable ramps are used where needed.
 - Use of signage and visuals as required
 - Access to disabled toilets
 - Changing facilities

3. 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.
- Student and Family Support team help families access information
- Seeking advice and guidance from external agencies as required,

It is a requirement that the Kessingland Church of England's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan showing how Kessingland Church of England Primary Academy will address the priority areas identified above.

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 pupils with an Education, Health and Care Plan (formerly a statement of educational need) 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 external agencies to ensure pupils are well supported.

Parents/carers visit the academy prior to admission which also helps us with our planning and information gathering.

Management, coordination and implementation

The coordination of our plan will be led through the Resources committee who have oversight of our site and all facilities. The head teacher is responsible for its implementation.

Getting hold of the plan

Hard copies of our accessibility plan will be available upon request within ten working days and a copy made available on the academy website. The academy prospectus will make reference to the Accessibility Plan. The academy Complaints procedure covers the Accessibility Plan.

Monitoring the plan

The Plan will be monitored through the resources committee of the LGB.

The Plan may be monitored by Ofsted by part of their inspection cycle and by the DNEAT Multi Academy Trust by part of their Quality Assurance procedures.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

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 Church of England 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 is held regarding 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.

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.

Links to Other Policies

- Special Educational Needs and Disability Policy

Kessingland Church of England Primary Academy Accessibility Action Plan 2019-2020

Equality Information and Objectives	Actions to be taken	By Whom	By When	Evaluation of Impact
Action 1: Increasing the extent to which disabled pupils can participate in the curriculum				
Ensure the school curriculum is fully accessible to all pupils including those with a disability	Use of visual timetables Additional aids available e.g. pencil grips, coloured overlays Specialist agencies visit regularly to support staff & pupils e.g. OTs and Physiotherapists	SLT SENDCO	As required	All children will be able to access all areas of the curriculum.
Ensure Health Care Plans and Risk Assessments enable children with disabilities to have full access as far as possible	Advice sought from specialist advisors where relevant Statements and EHCP are used to create individual programmes of study	SLT SENDCo	Reviewed Termly	Children will have support in place in line with EHC plans.
Ensure any new pupils with identified need have full access to the curriculum.	Student and Family Support Team/ SLT gains information about pupil from previous setting.	SLT SaFS team	Before pupils arrive	Pupils will have provision in place on arrival at school.
Action 2: Improving the physical environment of to increase the extent to which disabled pupils can take advantage of education and associated services				
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.
Access for disabled members of the school community is considered at the planning stage of any future building works.	Ensure that the school building will meet the needs of all future pupils.	SLT	Whenever required	Clear and safe access for all pupils around the school building

Action 3: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:				
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.	SENDCo Transition lead	Starting Spring Term	All pupils with have transition arrangements in place to meet their individual needs. Tests will be modified where needed giving all pupils equal access.
School to be aware of services available for children with individual needs and disabilities and their families.	Access training to meet the needs of individual pupils when and where appropriate.	SENDCo	As required	Pupils on roll receive specialist support when required

