

# Keston Church of England Primary School

Policy Title:	Accessibility Plan
Responsibility:	Headteacher
Review Body:	Executive Headteacher/ Headteacher
Date:	May 2018
Review:	May 2019

## Context

The Accessibility Plan represents Keston Church of England Primary's (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 Act and the Public Sector Equality Duty (PSED) that 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).

## 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
- Grievance and Disciplinary
- Health and Safety
- Induction
- Lone worker
- Positive Handling
- Safer Recruitment
- Whistleblowing

Academies' individual policies on:

- Administration of Medicines and Children with Medical Conditions and First Aid
- Admission Arrangements
- Anti-bullying
- Attendance
- Appropriate physical contact including restraint
- Behaviour
- Child Looked After
- Child Protection and Safeguarding
- Complaints

- Curriculum
- Health and safety procedures
- Special Educational Needs and Disability

The Academy complies with the Trust's Single Equality Statement and equality objectives seeks to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by such legislation. The Trust's equality information is available on the Trust website at [www.aquinastrust.org](http://www.aquinastrust.org).

### **Aims**

The Academy's accessibility plan forms part of the Trust's equality scheme and sets out how the Academy will improve equality of opportunity for those with disabilities. 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 disabled pupils can participate in the curriculum;
- Improving the environment of the Academy to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information.

### **Responsibilities**

The Trustees have delegated the responsibility for the accessibility plan and its implementation to the Headteacher (references to Headteacher shall also include Executive Headteacher where relevant) of the Academy.

The Headteacher will ensure that 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.

### **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:

- Increase the extent to which disabled pupils 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;

- 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.
- Audit of existing provision;
- Identify areas where disabilities are not fully provided for;
- 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.

The specific steps taken by the Academy to comply with the action plan are detailed below in

### **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). The Academy complies with the requirements of the GDPR as detailed in the Trust data protection Policy.

All staff are aware of the principles of data protection and will not process 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 school Special Educational Needs Policy ensures that colleagues identify, assess and arrange suitable provision for pupils with disabilities and special educational needs including the provision of any necessary auxiliary aids. Working alongside the Local Authority and Educational Psychology Service, the SENCo manages the Statutory Assessment Process ensuring additional resources are available where appropriate.

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

- Early Support
- 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 child with disabilities and additional needs.
- Educational Psychology Service
- Counseling

### 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.

When refurbishing the school ensures the environment is accessible. The school will seek advice on the incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments, install window blinds/glass antiglare.

### 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 makes itself aware of the services available for converting written information into alternative formats (large print, alternative languages, etc.), provide adapted resources when appropriate (scribes, large print, etc.) Ensure activities are accessible to all, to provide adapted resources to enable inclusion, therefore when planning activities across the curriculum to take into account needs of pupils with a disability, e.g. musical instruments, visually impaired equipment, sporting activities etc.