



**St Peter & St Paul Carbrooke**  
**Church of England**  
**Primary Academy**

# **Accessibility Plan**

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

<b>Policy Type:</b>	<b>Approved By:</b>	<b>LGB Policy</b>
<b>Approval Date:</b>		<b>DNEAT Trust Board December 2015</b>
<b>Date Adopted by LGB:</b>	<b>Review Date:</b>	<b>10/10/2017 December 2018</b>
<b>Person Responsible:</b>		<b>DNEAT Operations Manager</b>

## **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 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.

## **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 St Peter & St Paul Carbrooke 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 St Peter & St Paul Carbrooke 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 St Peter & St Paul Carbrooke 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**

- Access through Technology
- Person Support
- Nurture Class
- Physically able to access all areas
- Hearing loops
- Distance learning
- Home learning

All areas of the curriculum should be available to pupils regardless of their disability. Where an activity cannot be made accessible or would be inappropriate then an alternative activity should be made available. Cross country running may be inappropriate for an individual wheelchair user but an alternative physical activity – perhaps table tennis or swimming – should be offered. Handwriting practice might be inappropriate for a disabled pupil but practising keyboard skills would be a suitable and valuable alternative. Planning to improve access to the curriculum will include identifying reasonable adjustments to offer an equality of opportunity.

Depending on the impairments of your disabled pupils, planning specific staff training will improve access to the curriculum. Training is available from a number of sources.

Purchasing specialist equipment will increase access to the curriculum for disabled pupils. Schools might plan to purchase more books with large print, writing slopes and pencil grips, or adjustable desks and chairs.

Including review of the participation of disabled pupils during lesson observations will inform future developments in inclusion. Planning to use tools such as the Index for Inclusion can help a school improve access and raise awareness.

Access to school visits can be problematic for some disabled pupils. Reviewing your school's visits policy and investigating more accessible venues and transport providers will be valuable, as will better forward planning and a creative approach to staffing.

School minibuses are often inaccessible for pupils with mobility difficulties especially if they are wheelchair users. Accessible transport from private providers is generally expensive and schools may find it cost effective to plan to have their own accessible transport for the future.

## **2. Improving the physical environment of to increase the extent to which disabled pupils can take advantage of education and associated services:**

- Disabled access to all areas and room (inside and out)
- Hearing Loops
- Wide doorways

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

- Plans could be made to investigate symbol software to support learners with reading difficulties.
- Raising awareness of font size and page layouts will support pupils with visual impairments.
- Auditing the school library to ensure the availability of large font and easy read texts will improve access.
- Auditing signage around the school to ensure that is accessible to all is a valuable exercise.

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

- Nurture Provision
- Electronic communication
- Audio contact
- Social Media
- Website
- Printed communication
- Transition between EYFS setting and school
- Transition between Year 6 and high schools

### **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 the sensory support team so that visually impaired children and the pupils with impaired hearing 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 Finance and 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 Finance and 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 St Peter & St Paul Carbrooke 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

Equality Information and Objectives	Actionstobe taken	By Whom	By When	Cost	Evaluation of impact
The physical environment - Access to field and outdoor classroom from main rear door is appropriate for wheel chair users.	Gather quotes for area to be equipped with low gradient ramp Carry out work from Capital budget	Resources Committee	Spring 2019	£3000 approx	
Access to information usually provided in written form	The signs and visual prompts around school have been audited; improvements made and our school inclusive of those who are visually impaired	Caretaker	Spring 2018	Minimal	
Access to education, benefits, facilities and services (the whole life of the school)	A bank of equipment exists that supports our school's inclusion capability. This enables existing children to access resources; new children are provided for from the start.	Resources committee, SENCO	Spring 2017	£500	
Access to information usually provided in written form	The school has measures in place to support parents who are unable to read school letters.	Office & Admin staff	Spring 2016	Minimal	

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

**St Peter & St Paul Carbrooke Church of England Primary Academy Accessibility Action Plan 2016~2019**