



Diocese of Norwich
Education and
Academies Trust

Accessibility Plan

The Churchside Federation

Mundford Church of England Primary Academy
Gooderstone Church of England Primary Academy

Approved By: LGB

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Person Responsible: DNEAT Operations Manager

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 The Churchside Federation 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 The Churchside Federation plan: vision and values

We are a fully inclusive Federation 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 federation'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 The Churchside Federation 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

To raise pupil awareness of caring for all members of the school - with use of the Federations core values of Honesty, Kindness and Respect.

To ensure that TA timetabling supports the needs of all pupils with SEN. To include educational support and emotional support.

Specialist or auxiliary aids and equipment (including laptops) to be provided as and when needed.

Students who use mobility aids will have access to all areas of the school.

Needs of students will be identified before school entry - e.g. additional/different provision from start of year. Needs are then reviewed before, during and after each school year.

Collaboration and sharing between school and families. Clear and regular liaison will allow changing needs to be met.

All key personnel involved with the student (outside agencies, health services, senco etc) to be regularly consulted for advice on students and to make sure curriculum needs are being met.

If needed and where possible a differentiated curriculum will be offered.

Regular training for staff will help provide students with SEN/disabilities to have access to up-to-date methods regarding learning and support. (specific training on disability issues)

To include students in a PE curriculum using games and skill activities for mixed groups and where possible modified equipment is used.

To ensure that pupils with disabilities have equal access to extra-curricular activities. To ensure pupils with disabilities have equal access to educational visits and school trips.

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

Consider and plan access needs of students before school entry in preparation for their start. This will be reviewed before, during and after each school year.

All areas of school to be accessible to students with disabilities. To include a disabled toilet, wide door frames and corridors, suitable ramps to gain access to the building. The external site will be accessible with the use of ramps, access to school field.

Fire escapes are accessible to all.

Classrooms are set out as appropriate. e.g. everyday equipment, trays, books, pens etc are laid out accordingly. (reachable, useable).

All signage around school is clear and visible.

An evacuation plan is in place for students with disabilities. All staff are aware of their role in this.

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

Written materials will be available in alternative formats. e.g. Braille, large format, coloured backgrounds. Auditory impairment is catered for where necessary with provision in classrooms/school for appropriate equipment.

The school website and all suitable documents are accessible to all. (Format, language, hearing problems)

Staff will receive guidance/training on common SEN difficulties such as dyslexia.

Where appropriate documentation/lessons will be provided in alternative languages. (EAL students/parents/carers)

It is a requirement that The Churchside Federation accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan showing how The Churchside Federation 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 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 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. Both Mundford Church of England Primary Academy and Gooderstone Church of England Primary Academy prospectus will make reference to the Accessibility Plan.

The Federation 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 The Churchside Federation 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

Equality Information and Objectives	Actions to be taken	By Whom	By When	Cost	Evaluation of impact
A solid partnership is formed. Advice and resources are shared regarding students.	Liaison with federated school/academy regarding individual student wellbeing. (Advice)	Executive head, head of school, class teacher, senco	As and when needed		Up to date information and advice obtained. Impact of advice immediate
Students needs are continually met with no gaps in learning/social and emotional needs	Regular liaison with parent, staff, outside agencies and senco regarding students requirements/needs. To include liaison before school entry.	Executive head, head of school, class teacher, senco, parent/carer	As and when needed/ Regular appointments		Immediate impact. Needs assessed - procedures put into place.
Students are able to access the curriculum and make adequate progress	Where a differentiated curriculum is in place that progress is reviewed and targets are set.	Class teacher, senco	Progress reviewed half termly		New targets to be set if progress not been made. Curriculum changed if progress not been made.
Professional staff who are adequately trained for their position	Staff are regularly trained in latest teaching methods, differentiation and student support. (e.g. Elklan)	In-house training. Outside agency training	As and when needed		Students receive best possible education/social/emotional support
Inclusive practice.	Policies are regularly updated to ensure they reflect inclusive practice and procedure. Evacuation plan is regularly updated.	Governing body	Governor meeting		Updated as and when necessary

Student support	TA timetabling is organised so the	Head of school	Half term		Continuous support for
	necessary students are supported				students

The Churchside Federation Accessibility Action Plan

Equality information and objectives	Actions to be taken	By whom	By when	Cost	Evaluation of impact
Access to building/external site. Information is clear and available for students with visual impairment/auditory impairment	That governors monitor the school site on a regular basis noting areas for improvement. (access, signage and lighting, fire escapes)	Governors	Twice a year		Necessary modifications are noted/made. Improvements for students allow inclusion
Written information is available to all	Website and regular documentation home to be reviewed on a regular basis.	IT support. School office. Executive head/head of school	On going		All parents/carers and students have access