



Diocese of Norwich
Education and
Academies Trust

Mundford Church Of England Primary Acadmey

Accessibility Policy and plan

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| Policy Type: | Trust Policy |
| Approved By: | Trust Board – Finance, Audit and Resources Committee |
| Approval Date: | 31/01/2022 |
| Date Adopted by LGB: | 21/03/2022 |
| Review Date: | January 2023 |
| Person Responsible: | Head of Operations |

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 |
|------------------|----------------|---|-----------------------|
| | Throughout | Name of academy inserted once thereafter known as The Academy | Nov 2021 |
| 4 | 3.9 | Updated to include 2021 Local Authority Accessibility Strategy and procedures | Nov 2021 |
| 9 | Appendix A | Updated to include 2021 Local Authority Accessibility Action plan template for individual academies | Nov 2021 |
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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.

1 Legal framework

1.1 This policy has due regard to statutory legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- Equality Act 2010 (Specific Duties) Regulations 2011
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

1.2 This policy will be used in conjunction with the following school policies and procedures:

- Equality and Diversity Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Data Protection Policy

1.3 This policy seeks 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 and students can take full advantage of the education and associated opportunities provided by the Academy.

2 Definition (Equality Act 2010)

- 2.1 “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”
- 2.2 The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against pupils/students because of sex, race, disability, sexual orientation, religion or belief.

3 Roles and responsibilities

- 3.1. Staff members will act in accordance with the academy’s Accessibility Policy and Accessibility Plan at all times.
- 3.2. The Headteacher/Principal, in conjunction with the Local Governing Body (LGB) or select committee will create an Accessibility Plan with the intention of improving the academy’s accessibility.
- 3.3. The LGB, or a select committee, will be responsible for monitoring the Accessibility Plan.
- 3.4. The LBG will approve the Accessibility Plan before it is implemented.
- 3.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil/student, parent/carer or colleague.
- 3.6. The Headteacher/Principal will ensure that staff members are aware of individual pupils’/students’ disabilities or medical conditions where necessary.
- 3.7. During a new pupil’s/student’s induction at Mundford Church of England Primary Acadmey [HEREAFTER REFERRED TO AS The Academy] the Headteacher/Principal/Head of School will establish whether the pupil/student has any disabilities or medical conditions which the academy should be aware of.
- 3.8. The Headteacher/Principal is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils/students with disabilities are experienced.
- 3.9. The Headteacher/Principal, LGB and senior leadership team (SLT) will work closely with the Trust, the [Local Authority Accessibility Strategy](#) and external agencies to effectively create and implement the academy’s Accessibility Plan.

- 3.10. The special educational needs and disabilities coordinator (SENCO) will work closely with the Headteacher/Principal and LGB to ensure that pupils/students with special educational needs and disabilities (SEND) are appropriately supported.
- 3.11. All staff members and governors will partake in whole school training on equality issues with reference to the Equality Act 2010.
- 3.12. Designated staff members will be trained to effectively support pupils/students with medical conditions, such as understanding how to administer insulin.

4. Accessibility Plan

- 4.1. The Accessibility Plan will be structured to complement and support the academy's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities Policy.
- 4.2. The Accessibility Plan will be presented as either a freestanding document or as part of another document, such as the Academy Improvement Plan.
- 4.3. The Academy Accessibility Plan demonstrates how access will be improved for pupils/students with disabilities, staff, parents/carers and visitors to the academy within a given timeframe.
- 4.4. The plan has the following key aims:
 - To increase the extent to which pupils/students with disabilities can participate in the curriculum
 - To improve and maintain the academy's physical environment to enable pupils/students with disabilities to take advantage of the facilities and education on offer
 - To improve the availability and delivery of written information to pupils/students, staff, parents/carers and visitors with disabilities.
- 4.5. The intention is to provide a projected plan for a three year period ahead of the next review date, which will be in March 2024
- 4.6. If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.
- 4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
- 4.8. The Accessibility Plan will be used to advise other academy planning documents and will be reported upon annually in respect of progress and outcomes.
- 4.9. Both the Accessibility Policy and Accessibility Plan will be published on the academy website.

- 4.10. The Academy will collaborate with the Trust and Norfolk LA in order to effectively develop and implement the plan.
- 4.11. An access audit will be undertaken by the LGB and SENCO every year.
- 4.12. The academy will provide adequate resources for implementing plans, ensuring pupils/students are sufficiently supported.
- 4.13. During Ofsted inspections, the inspectorate may include the academy's Accessibility Plan as part of their review.
- 4.14. The Trust will prepare accessibility strategies based on the same principles as the academy's Accessibility Plan.
- 4.15. The Trust will work with the Norfolk LA to provide auxiliary aids and services where necessary in order to help the academy provide adequate support to pupils/students with disabilities.

5. Equal opportunities

- 5.1. The Academy strives to ensure that all existing and potential pupils/students are given the same opportunities.
- 5.2. The Academy is committed to developing a culture of inclusion, support and awareness.
- 5.3. Staff members will be aware of any pupils/students who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil/student is effectively supported.
- 5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils/students with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils/students equal opportunities.
- 5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils/students to reach their full potential and receive the support they need.
- 5.6. The Academy will ensure that all extracurricular activities are accessible to all pupils/students. The academy will make all reasonable adjustments to allow pupils/students with SEND to participate in all academy activities.

6. Admissions

- 6.1. The Academy will act in accordance with the Admissions Policy.
- 6.2. The academy will apply the same entry criteria to all pupils/students and potential pupil/students.

- 6.3. In the event of entry examinations, the academy will support those with SEND by making any reasonable adjustments necessary, e.g. publishing exam papers in a larger font.
- 6.4. The Academy will strive to not put any pupil/student at a substantial disadvantage by making reasonable adjustments prior to the pupil/student starting at the academy.
- 6.5. All pupils/students, including those with SEND, will have appropriate access to all of the opportunities available to any member of the academy community.
- 6.6. Information will be obtained on future pupils/students in order to facilitate advanced planning.
- 6.7. Prospective parents/carers of statemented pupils/students, and pupils/students with SEND, are invited to a transition meeting prior to the pupil/student starting the academy in order to discuss the pupil/student's specific needs.

7. Curriculum

- 7.1. The Academy is committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils/students regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 7.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- 7.3. The Academy aims to provide a differentiated curriculum to enable all pupils/students to feel secure and make progress.
- 7.4. The head of department for each subject and the SENCO will work together to adapt a pupil/student's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all pupils/students to reach their full potential.
- 7.5. Physical education lessons will be adapted, wherever possible, to allow pupils/students with disabilities to participate in lessons.
- 7.6. Where areas of the curriculum present particular challenges for a pupil/student, these are dealt with on an individual basis.
- 7.7. The class teacher, in discussion with the pupil/student and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any particular disability or impairment.
- 7.8. There are established procedures for the identification and support of pupils/students with SEND in place at the school.

- 7.9. Detailed pupil/student information on pupils/students with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.
- 7.10. Specialist resources are available for pupils/students with visual impairments, such as large print reading books/laptops with accessibility features etc.
- 7.11. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

8. Physical environment

- 8.1. The Academy is committed to ensuring that all pupils/students, staff members, parents/carers and visitors have equal access to areas and facilities within the academy premises.
- 8.2. There are no parts of The Academy to which pupils/students with disabilities have limited or no access to.
- 8.3. The academy has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- 8.4. There are provisions for nappy changing.
- 8.5. Where entrances to the academy are not flat, a ramp is supplied for access.
- 8.6. Wide doors are fitted throughout the academy to allow for wheelchair access.
- 8.7. The corridor flooring and lighting is designed to support those who are visually impaired.

9. Monitoring and review

- 9.1. This policy will be reviewed on an annual basis or when new legislation/guidance concerning equality and disability is published.
- 9.2. The LGB and Headteacher/Principal will review the policy in collaboration with the SENCO's support.
- 9.3. Equality impact assessments will be undertaken as and when academy policies are reviewed.

Mundford Church of England Primary Academy



ACCESSIBILITY PLAN

2022-2024

At Churchside our vision and values underpin all we do and these in turn shape the way in which we plan and deliver the curriculum. We see education as a life long journey for each child that we ourselves play a large part in. Our job is to set up each child with the tools and skills for life ensuring they are well rounded individuals academically, spiritually and emotionally. With our school being set in the heart of rural Norfolk we draw on our natural surroundings to inspire our curriculum, whilst also ensuring we provide children with chances to experience life outside of Norfolk showing them what the wider world has to offer. We believe in developing the whole child through creative, purposeful and inspiring experiences that encourage children to develop a curiosity of God's creation.

At the heart of our curriculum is the child, as our vision poem states we want to encourage a fascination of the world around them, to experience the awe and wonder the world has to offer. We do this by working with an enquiry based approach. The essence of this approach requires more than simply answering questions or getting the right answer. It espouses investigation, exploration, search, questions, research, pursuit and study. It is enhanced by involvement with a community of learners, each learning from the other in social interaction. We as educators play an active role throughout the process by establishing a culture where ideas are respectfully challenged, tested, redefined and viewed as improvable, moving children from wondering to a position of deep understanding and further questioning (Scardamalia 2002). Underlying our approach is the sense that both educators and students share responsibility for the learning.

1. Purpose of the plan

This plan sets out how The Acadmey will increase success to education for disabled pupils in three key areas:

- 1) Increasing the extent to which disabled pupils can participate in the academy curriculum;
- 2) improving the environment of the academy to increase the extent to which disabled children can take advantage of education and associated services;

Focusing on how we deliver information, which is often only provided in writing to improve accessibility for all including disabled parents.

2. What does accessibility and inclusion mean for our academy?

We are committed to providing an academy that can be accessed, understood and used to the greatest extent possible by all people regardless of their ability or disability.

When reviewing or redesigning our academy environment (such as our buildings, technology, information, communication or culture) we will be guided by the following:

- (a) Provide the same means of use to enable access for all users: identical whenever possible; equivalent when not
- (b) Avoid segregating or stigmatizing any users
- (c) Provisions for privacy, security and safety shall be equally available to all users
- (d) Ensure dignity in use for all users.

3. Definition of disability

The definition of disability is set out in the Equality Act 2010, Part 6:

‘A physical or mental impairment which has a substantial and long term effect on a person’s ability to carry out normal day to day activities’.

Reasonable adjustments for disabled people

Where something the school does places a disabled person at a substantial disadvantage compared to a non-disabled person, we will take all reasonable steps to try to avoid that disadvantage. This may mean changing the way we work, providing extra equipment or removing physical or other barriers.

4. Information about our academy

You can find out about our academy on our website, here <http://www.churchsidefederation.norfolk.sch.uk/>

Accessibility Plan

The table below sets out how the school will achieve our aims.

Curriculum

Continually improving teaching and learning, lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within our classes.

All children have always had access to a range of after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

| Target | Current Good Practice | Strategies | Timescale | Responsibility | Success Criteria |
|---|--|---|-------------|------------------------------|--|
| To provide more staff training to meet special needs | A wealth of training opportunities for all staff on offer to help children with SEND throughout the academic year. | Continue to develop relationships with current professional services and others enhance our SEND offer. | Ongoing | Executive Headteacher SENDco | All children will be able to access all areas of the curriculum making good progress, work towards attaining age related expectations. |
| All pupils are able to access the curriculum and make good progress | Mental health support- EPASS counsellor and Mental health first aider support for children. | Commission partnership where necessary e.g.: speech and language, SEN provision. | As required | Executive Headteacher SENDco | All children will be able to access all areas of the curriculum making good progress, work towards attaining age related expectations. |

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|---|---|--|--|------------------------------|--|
| All staff aware of curricular needs of individual pupils regarding specialist equipment. | Key staff aware of needs (PLP, 7 Cs profile). Profiles reviewed and shared with parents. Specialist equipment used or purchase new where necessary. | Training in specialist equipment for all once highlighted as needed. IT hardware or software installed as necessary | As required | Executive Headteacher SENDco | All children will be able to access all areas of the curriculum making good progress, work towards attaining age related expectations. |
| Ensure P.E continues to be accessible to all | Levels of support or adaptation to allow inclusivity are indicated on planning and through monitoring from PE coordinator | Liaise with extremal agencies and sports coached regarding specialist activities to ensure compliance with legislation | As required | Executive Headteacher SENDco | |
| All out of school activities planned to ensure, where reasonable, participation of all pupils | Risk assessments in place to include all children in school trips where possible. | Review all extra- curricular provision and out of school activities to ensure compliance with legislation. | Annual check for extracurricular activities. Regular check via Evolve for out of school activities. | Executive Headteacher SENDco | |

Physical Environment

Mundford Church of England Primary Academy is continuing to grow and develop as this happens we are committed to improving the facilities to ensure our building is accessible to all/ Provision, in exceptional cases, will be negotiated when a child's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review.

| Target | Current Good Practice | Strategies | Timescale | Responsibility | Success Criteria |
|---|---|---|--------------|---|---|
| To make all entrance accessible for disabled people | Door replaced in main entrance to make it wider and more accessible. Porch area wide enough for a wheel chair. | Building is one story with no steps into the building or around the building. Constant review/maintenance of entrance areas. | Ongoing | Executive Head Federation Caretaker | All entrances will be accessible to all. |
| Ensure there is a toilet easily accessible for children and adults. | Disabled toilet in central corridor accessible to all. | Toilet clear and easy to access for all disabled users. | Ongoing | Federation Caretaker | Disabled users able to access the toilet with ease. |
| To create easy access areas of school for all pupils/adults | Corridors and entrance kept free from clutter to allow easy access. | Consider needs of disabled pupils/adults when planning alterations to the school. | As required. | Executive Head Trust | Access to all areas for all pupils. |
| Ensure that all disabled pupils can be safely evacuated. | Evacuation plans will be in place for any disabled pupils | Staff training available where needed- e.g.- Eva chair | As required | Executive Head | Safe evacuation for all when necessary. |
| Maintain access for visually impaired | Yellow strips on any incline and clear sign all around the school. | Renew strips where needed. Update signage regularly. | As necessary | Executive Head Federation Caretaker. | All areas clearly accessed |

Communication

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of the pupil's disabilities and pupils' and parent's preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

| Target | Current Good Practice | Strategies | Timescale | Responsibility | Success Criteria |
|---|---|--|------------------------------|----------------|--|
| Languages other than English visible around the school. | Welcome sign in various languages | As families are due to arrive in school signs are displayed to aid access and understanding. | As required | SENDCo | All families feel welcome and have a clear understanding of school procedures. |
| Information on website accessible to all. | Text can be translated for information on the website. | Ensure website is fully compliant with access for all impairments. | Updated regularly | All staff | Website to have clear information that can be accessed by all people. |
| Information for parents/carers to be clear for all. | Information in newsletters and information letters is in clear print, translated where necessary and easily understandable. | School office to help parents access school information and complete forms. | Ongoing | Office staff | Parents feel that the communication is effective. |
| Ensure all staff are aware of accessible formats | | Guidance provided to staff on dyslexia and accessible informations. Children provided | Regular updates as necessary | SENDCo | Staff understand how to ensure written info can be equally accessed. |

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| | | with appropriate materials | | | |
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