

Hope Federation of Church of England Primary Academies Rudham CE Primary Academy

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: | 09/02/2022 |
| Review Date: | January 2025 |
| Person Responsible: | Head of Estates |

Appendix A Accessibility Plan template

Governing boards must undertake an audit of the extent to which pupil/students with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time, and after taking into account pupils/students' disabilities and the preferences of themselves or their parents/carers. A grid, like the one below, should be completed for each aspect of school life, such as the curriculum, physical environment and information provision.

Appendix A Accessibility Plan

| Target | Outcome | Timescale | Resources | Person responsible | Monitoring and Evidence |
|--|---|-----------------------------------|---|--|-------------------------|
| 1. Leading and monitoring the disability equality scheme | | | | | |
| Review all school policies, procedures and plans to ensure that our vision and value statements are explicit within them | All aspects of school life promote equality of opportunity for all pupils | Annual/regular review of policies | Staff meetings Governing Body meetings | Executive Head/EDHT/SENDCo Teacher Governing Body Staff SEND staff | Governor minutes |
| Review and update school accessibility plan | School is accessible to all pupils | Every 3 years | Staff meetings Management meetings | Executive Head/EDHT SENcoordinator Governing Body staff | Governor minutes |

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|--|--|----------|--|-------------------|---|
| Create an accurate database of pupils, staff and parents / carers with identified disabilities | Up to date database of needs within school | On going | Phase meetings Parent survey. Pupils' views survey | SLT Admin Team | Spreadsheet showing medical/physical needs. |
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2. Promoting curriculum access for disabled pupils and adults

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| All out of school activities are planned to ensure the participation of the whole range of pupils | All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements | ongoing | Risk assessments Pre-trip visits | Teaching Staff Exec Head teacher/EDHT | Extra-curricular RA's and log |
| School visits are made accessible to all pupils | All pupils have access to all school visits | ongoing | Pre visit visits Risk assessment | Teaching staff EVC Coordinator | All children access all visits |
| irrespective of attainment and impairment | | | | | |

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| Classrooms and other settings are optimally organised to promote the participation and independence of all pupils | Lessons start on time, without the need to make adjustments to accommodate the needs of individuals | ongoing | Visual timetables Now and next cards Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases | Teaching Staff Exec Head teacher | Learning Walks |
| Training and awareness raising of disability issues for staff, governors, parents and pupils | Whole school community awareness of the issues relating to access within school | Ongoing | Understanding of differing needs and disabilities | Exec Head teacher | Training records Evidence of parental participation |
| Pupils with disabilities can access ICT equipment if appropriate | All children and adults can access the full range of ICT equipment available in school to support their learning | ongoing | Audit of need ICT equipment to meet needs Specialist support from outside agencies | Exec Head teacher SEN Coordinator EDHT | Children have access to ICT equipment to help them with the recording of their work |
| 3 Improving the physical environment of the school and its services | | | | | |

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| Ensure that pupils in wheelchairs can move around the school without experiencing barriers | All children and adults in wheel chairs can access all parts of the school that are required | Carry out audit of need, if need arises. Carry out risk assessment if need arises. | Specialist support from outside agencies Doors to and from classrooms wide enough for wheelchair access PEEP completed for pupils in wheelchairs | Exec Head teacher SENCO EDHT | Resources Committee Health and Safety Walk rounds |
| Provide pathways to travel around the site. Entry into classrooms from playground have a step, but side door through the EYFS classroom would be used. | All children and adults in wheel chairs can access all parts of the school as needed | Reviewed annually and as needed | Specialist support from outside agencies | Exec Head teacher EDHT | Resources Committee Health and Safety Walk rounds |

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| Ensure Personal Emergency Evacuation Plans cover pupils and adults with a disability | Staff are aware of all Personal Emergency Evacuation Plans and routes from their classrooms for vulnerable pupils | Reviewed annually | Specialist support from outside agencies Identify alternative route for evacuation from classrooms e.g. if door widths are too narrow, if fire alarm won't be heard. Fire drills to prepare for actual event at different times of the day with all staff members | Exec Head teacher EDHT All Staff SEN coordinator | Record of Fire drill practices Fire Evacuation Plan monitored annually or as needs change |
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4 Improving the quality of information for and about disabled pupils and adults

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| Provide information in a range of formats, including website access | Information to be shared can be found on website and in a range of formats | ongoing | Specialist resources and support from outside agencies | Exec Head teacher EDHT Admin Team | Feedback indicates delivery of school information to parents/ carers /school community improved |
| Ensure that parents/ carers who have a disability can receive information and | All parents / carers have appropriate access to the information the school shares | ongoing | Specialist support from LA when needed Seek the views of parents/ carers on preferred method of | Exec Head teacher EDHT Admin Team | Copies of information kept on file |
| reports by an alternative method | Specific arrangements made to meet identified needs | | communication as needed. Ensure all information is made available in a suitable format in a reasonable time e.g translated into appropriate language, available in large print | | |
| Create an accurate database of pupils, staff and parents / carers with identified disabilities | Up to date database of needs within school | ongoing | Update Pupil asset with needs regularly. Parent view survey. Pupils' views survey | Exec Headteacher EDHT Admin team SEN coordinator | Annual updates |

Appendix B Academy Accessibility Plan

Statement of intent

This plan should be read in conjunction with the Academy Development Plan and outlines the proposals of the Local Governing Body of **Rudham CE Primary Academy** to increase access to education for pupils/students with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils/students with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils/students with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils/students, to pupils/students with disabilities. The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil'/students disabilities and the views of the parents/carers and pupil/student. In the preparation of an accessibility strategy, the Trust must have regard to the need to allocate adequate resources in the implementation of the strategy.

The Local Governing Body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Headteacher/Principal and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the academy and its pupils/students, and where the academy has undergone a refurbishment.

Signed by:

Headteacher/Principal

B Allen

Date: 09/02/22

Chair of governors

C Wilson-Town

Date: 09/02/22

Next review date: Autumn 2025

Planning duty 1: Curriculum

Governing bodies should undertake an audit of the extent to which pupils/students with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access.

All procedures will be carried out in a reasonable time, and after taking into account pupils' /students disabilities and the preferences of the pupils/students themselves or their parents/carers.

| | Issue | What | Who | When | Outcome criteria | Review |
|--------------------|---|--|--|------------------------|---|------------------------|
| Short term | Staff members do not know whether the curriculum is accessible | Audit of curriculum | Exec Headteacher/ Principal/teachers /SENCO | Spring 2022 | Management and teaching staff are aware of the accessibility gaps in the curriculum | Summer 20 <u>25</u> |
| | Staff members do not have the skills to support pupils/students with SEND | INSET provided to staff members Training for teachers on differentiating the curriculum | Headteacher/ Principal/External advisors/SENCO | Summer 20 <u>22</u> | Staff members have the skills to support children/young people with SEND | Autumn 20 <u>25</u> |
| Medium term | School trips do not take into account pupils/students with SEND | Needs of pupils/students with SEND incorporated into planning process | Teachers/SENCO | Spring 20 <u>22</u> | Planning of school trips takes into account pupils/students with SEND | Summer 20 <u>25</u> |

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| Long term | Pupils/students with SEND cannot access lessons | Provide tablets and other adjustments to pupils/students with SEND | Headteacher/ICT Manager/SENCO | Autumn 20 <u>22</u> | Pupils/students with SEND can access lessons | Spring 20 <u>25</u> |
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Planning duty 2: Physical environment

LGB should undertake an audit of the extent to which pupils/students with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils/students' disabilities and the preferences of the pupils/students themselves or their parents/carers.

| | Issue | What | Who | When | Outcome | Review |
|--------------------|--|---|--------------------------|---------------------|--|---------------------|
| Short term | Management does not know if the academy's physical environment is accessible | Audit of physical environment | Building surveyors | Spring 20 <u>22</u> | Academy is aware of accessibility barriers to its physical environment, and will make a plan to address them | Summer 20 <u>25</u> |
| Medium term | Learning environment of pupils/students with visual impairment is not accessible | Incorporation of appropriate colour schemes | Academy business manager | Summer 20 <u>22</u> | Learning environment is accessible to pupils/students with visual impairments | Autumn 20 <u>25</u> |
| | Toilets are not accessible | Handrails installed | Academy business manager | Summer 20 <u>22</u> | Access to toilets is increased | Autumn 20 <u>25</u> |

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| Long term | Children with physical disabilities cannot access school buildings | Construction work undertaken | Academy business manager/building contractors | Summer 20 <u>22</u> | Academy buildings are fully accessible | Autumn 20 <u>25</u> |
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Planning duty 3: Information

LGB should undertake an audit of the extent to which pupils/students with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils/students' disabilities and the preferences of themselves or their parents/carers.

| | Issue | What | Who | When | Outcome criteria | Review |
|-------------------|--|---|-------------------|---------------------|--|---------------------|
| Short term | Management staff do not know whether school information is accessible or not | Audit of information delivery procedures | SENCO/ICT manager | Spring 20 <u>22</u> | Academy is aware of accessibility gaps to its information delivery procedures | Summer 20 <u>25</u> |
| | Academy does not know how to make written information accessible | Academy seeks advice from external advisors | SENCO | Summer 20 <u>22</u> | Academy is aware of local services for converting written information into alternative formats | Autumn 20 <u>25</u> |

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|--------------------|--|--|-------------------|---------------------|--|---------------------|
| Medium term | Written information is not accessible to pupils/students with visual impairments | Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and install window blinds | SENCO/ICT manager | Spring 20 <u>22</u> | Written information is fully accessible to children/young people with visual impairments | Summer 20 <u>25</u> |
| Long term | Academy website is not accessible to children/young people with SEND | Audit of website | ICT manager | Summer 20 <u>22</u> | Website is fully accessible | Autumn 20 <u>25</u> |