

# Kedington Primary Academy Accessibility Policy & Plan



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| <b>Date Approved</b>       | Spring 2022          |
| <b>Signed</b>              | (Chair of Governors) |
| <b>Minuted</b>             | 04.04.22<br>(Date)   |
| <b>Date of Next Review</b> | Spring 2025          |

## Section 1: Ethos

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Academy Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Kedington Primary Academy plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
  - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
  - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Disability Discrimination Act 1995). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
  - Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. The plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
6. 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.

## Section 2: Action Plan

| Kedington Primary Academy Accessibility Plan 2022  |  |  |  |   |   |
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| <b>Target A1: Improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.</b> |  |  |  |   |   |
| <b>Objective</b>   | <b>Specific Actions</b>  | <b>Success Criteria</b>  | <b>Implementation<br/>(people responsible,<br/>resources, costs)</b>   | <b>Timescales,<br/>including<br/>detailed dates of<br/>meetings and<br/>deadlines</b> | <b>Monitoring Arrangements</b>  |
| To ensure that staff/visitors/pupils can navigate the school environment independently.  | <ul style="list-style-type: none"> <li>Ensure all passage ways in school are kept clear at all times to allow access.</li> </ul> | <ul style="list-style-type: none"> <li>Identified pupils will be able to move freely throughout the school.</li> </ul> | <ul style="list-style-type: none"> <li>All staff in all areas to ensure clear passage. DJ as school caretaker to oversee.</li> </ul> | <ul style="list-style-type: none"> <li>Ongoing.</li> </ul>                            | <ul style="list-style-type: none"> <li>Ongoing – regular checks.</li> </ul> |
| <b>Target A2: Increase the extent to which pupils with disabilities can participate in the curriculum.</b>   |  |  |  |   |   |
| <b>Objective</b>   | <b>Specific Actions</b>  | <b>Success Criteria</b>  | <b>Implementation<br/>(people responsible,<br/>resources, costs)</b>   | <b>Timescales,<br/>including detailed<br/>dates of meetings<br/>and deadlines</b>     | <b>Monitoring Arrangements</b>  |

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| <p>To ensure that all out of-school activities are planned to enable access and participation of the whole range of pupils.</p> | <ul style="list-style-type: none"> <li>• Review all out-of-school provision to ensure compliance with legislation.</li> <li>• Review activity centres for residential trips.</li> <li>• Offer clubs after school that the pupils can access.</li> <li>• Liaise with local swimming pool to ensure they have the resources available to support all our pupils accessing the lessons when they are due.</li> </ul> | <ul style="list-style-type: none"> <li>• All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</li> <li>• Pupils able to access clubs they wish to join</li> </ul> | <ul style="list-style-type: none"> <li>• SLT to check provision made by activity centres.</li> <li>• School to provide support for pupils with additional needs to attend clubs.</li> </ul> | <ul style="list-style-type: none"> <li>• Summer 2021.</li> <li>• Ongoing support</li> </ul> | <ul style="list-style-type: none"> <li>• SENCO and SLT to ensure all clubs are accessible, particularly those delivered by outside providers.</li> </ul> |
| <p>To ensure that that the classrooms are optimally organised to promote the participation and independence of all pupils.</p>  | <ul style="list-style-type: none"> <li>• Staff members to ensure clear access routes throughout their classrooms for all pupils.</li> <li>• Staff members to provide access to adapted ICT equipment to support pupils where required.</li> <li>• Staff members to take auditory needs of pupils into account when arranging class seating plans.</li> </ul>  | <ul style="list-style-type: none"> <li>• Pupils able to access all learning without (or with a minimum of) adult support.</li> </ul>   | <ul style="list-style-type: none"> <li>• Class teachers to take responsibility for their own rooms.</li> <li>• HA to advise/ support where necessary.</li> </ul>                            | <ul style="list-style-type: none"> <li>• Ongoing</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Regular Health and safety walk by VJD to check that routes are safe and clear for all pupils</li> </ul>         |

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| <p>To raising disability awareness, amongst the whole school community.</p> | <ul style="list-style-type: none"> <li>• Work with external groups to raise awareness amongst staff and pupils on living with disabilities.</li> </ul> | <ul style="list-style-type: none"> <li>• Whole school community aware of issues relating to equality and disability.</li> </ul> | <ul style="list-style-type: none"> <li>• Continue to implement CUSP, which has a focus on diversity (eg in literature spine)</li> </ul> <p>Maximise opportunities eg visitors with disabilities/ focus in assemblies</p> | <ul style="list-style-type: none"> <li>• Summer 2023</li> </ul> | <ul style="list-style-type: none"> <li>• HT to report to governors on how this has been achieved.</li> <li>•</li> </ul> |
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| <b>Target A3: Improve the availability of accessible information to pupils with disabilities.</b> |   |  |   |  |   |
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| <b>Objective</b>  | <b>Specific Actions</b>   | <b>Success Criteria</b>  | <b>Implementation (people responsible, resources, costs)</b>  | <b>Timescales, including detailed dates of meetings and deadlines</b>    | <b>Monitoring Arrangements</b>  |
| <p>To ensure that reading materials are adapted for staff, parents and pupils where required.</p> | <ul style="list-style-type: none"> <li>• Staff to be aware of visual impairments of pupils in their class and make necessary adaptations to font size, page layouts and colour preferences.</li> <li>• Office staff to ensure that parents with similar needs are catered for.</li> </ul> | <ul style="list-style-type: none"> <li>• Reading materials will be adapted as required.</li> </ul> | <ul style="list-style-type: none"> <li>• All staff to take responsibility for pupils in their classes.</li> <li>• Office staff to take responsibility for parents with visual impairments.</li> </ul> | <ul style="list-style-type: none"> <li>• Ongoing as required.</li> </ul> | <ul style="list-style-type: none"> <li>• Lesson observations will highlight where adaptations have been made for pupils with visual impairments.</li> </ul> |

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| <p>To support parents in accessing/ completing written documentation.</p> | <ul style="list-style-type: none"> <li>• Ensure that information to parents and application forms are written in clear and concise language.</li> <li>• Office staff to support in reading/ completing letters and forms.</li> </ul> | <ul style="list-style-type: none"> <li>• All parents will be able to access written documentation .</li> </ul> | <ul style="list-style-type: none"> <li>• Office staff.</li> </ul> | <ul style="list-style-type: none"> <li>• Ongoing as required.</li> </ul> | <ul style="list-style-type: none"> <li>• SLT to ensure that parents are able to access information, application forms etc.</li> </ul> |
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