



Diocese of Norwich  
St Benet's  
Multi Academy Trust

**[Academy Name]**

# Accessibility Policy and plan

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

<b>Policy Type:</b>	<b>Trust Policy</b>
<b>Approved By:</b>	<b>Trust Board – Finance, Audit and Resources Committee</b>
<b>Approval Date:</b>	<b>03/11/2020</b>
<b>Date Adopted by LGB:</b>	<b>dd/mm/yyyy</b>
<b>Review Date:</b>	<b>November 2021</b>
<b>Person Responsible:</b>	<b>Head of Operations</b>

## Summary of Changes

The model policy has been revised to reflect these changes to the statutory guidance as outlined below.

<b>Page Ref.</b>	<b>Section</b>	<b>Amendment</b>	<b>Date of Change</b>
All	All	Rewritten policy to separate out the accessibility policy and the accessibility plan to provide clarification on roles and responsibilities, admissions, curriculum, physical environment, monitoring and review Refers to pupils and students to ensure fit for purpose for Primary and Secondary academies	March 2019
10	Appendices	Appendix B Accessibility Plan added to policy	March 2019

## **Roles and Accountabilities**

The Diocese of Norwich Education St Benet's Multi Academy 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 Regulations 2014
  - Education and Inspections Act 2006
  - Equality Act 2010
  - Equality Act 2010 (Specific Duties) Regulations 2011
  
- 1.2 This policy has due regard to national guidance including, but not limited to, the following:
  - 'The Equality Act 2010 and schools', DFE (2014)
  
- 1.3 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
  
- 1.4 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 [insert name of 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 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. [Name of academy's] 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 [insert date].

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. [Name of academy] will collaborate with the Trust and Norfolk/Suffolk 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 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. [Name of academy] strives to ensure that all existing and potential pupils/students are given the same opportunities.
- 5.2. [Name of 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. [Name of 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. [Name of 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. [Name of 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. [Name of 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. [Name of 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 a 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. [Name of 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 [name of 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.

### 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.

	Issue	What?	Who?	When?	Outcome criteria	Review
Short term						
Medium term						

<b>Long term</b>						
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## 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 [insert name of 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          Date:**

**Chair of governors          Date:**

**Next review date:**

## Planning duty 1: Curriculum (EXAMPLE)

Governing bodies must 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	Review
<b>Short term</b>	Management does not know if the academy's physical environment is accessible	Audit of physical environment	Building surveyors	Spring 20XX	Academy is aware of accessibility barriers to its physical environment, and will make a plan to address them	Summer 20XX
<b>Medium term</b>	Learning environment of pupils/students with visual impairment is not accessible	Incorporation of appropriate colour schemes	Academy business manager	Summer 20XX	Learning environment is accessible to pupils/students with visual impairments	Autumn 20XX
	Toilets are not accessible	Handrails installed	Academy business manager	Summer 20XX	Access to toilets is increased	Autumn 20XX
<b>Long term</b>	Children with physical disabilities cannot access school buildings	Construction work undertaken	Academy business manager/building contractors	Summer 20XX	Academy buildings are fully accessible	Autumn 20XX

## Planning duty 2: Physical environment (EXAMPLE)

LGB must 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 criteria	Review
Short term	Staff members do not know whether the curriculum is accessible	Audit of curriculum	Headteacher/ Principal/teachers /SENCO	Spring 20XX	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 20XX
	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 20XX	Staff members have the skills to support children/young people with SEND	Autumn 20XX
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 20XX	Planning of school trips takes into account pupils/students with SEND	Summer 20XX
Long term	Pupils/students with SEND cannot access lessons	Provide tablets and other adjustments to pupils/students with SEND	Headteacher/ICT Manager/SENCO	Autumn 20XX	Pupils/students with SEND can access lessons	Spring 20XX

### Planning duty 3: Information (EXAMPLE)

LGB must 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 20XX	Academy is aware of accessibility gaps to its information delivery procedures	Summer 20XX
	Academy does not know how to make written information accessible	Academy seeks advice from external advisors	SENCO	Summer 20XX	Academy is aware of local services for converting written information into alternative formats	Autumn 20XX
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 20XX	Written information is fully accessible to children/young people with visual impairments	Summer 20XX
Long term	Academy website is not accessible to children/young people	Audit of website	ICT manager	Summer 20XX	Website is fully accessible	Autumn 20XX

	with SEND					
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