

Accessibility Plan

Parish Primary School

Date: May 2021
Review: February 2022



PARISH
CE Primary School
Part of the Aquinas Trust

Building Learning, Friendships and Faith.

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Context

The Accessibility Plan represents the Academy, Parish, current approach to meeting the requirements of The SEN and Disability Act 2001 and The Equality Act 2010 (the Act), which requires educational establishments to take measures to meet the reasonable needs of potential building users in anticipation of these needs.

The Aquinas Church of England Education Trust (the Trust) and the Academy acknowledge the requirements of Act and the Public Sector Equality Duty (PSED) that requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

The Academy uses the broad definition of 'disability' being a person who has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out day to day activities. This also includes any pupil whose condition is currently stabilised by medication or a physical support (except for those wearing glasses).

Policies relating to the Accessibility Plan

This plan is one of a series in the Trust's integrated inclusion portfolio and should be read alongside both central Trust and individual academy policies. These include:

The Trust's policies on:

- Allegation of abuse against staff
- Complaints
- Data Protection
- Document Management and Retention
- Equality
- Grievance and Disciplinary
- Health and Safety
- Induction
- Lone worker
- Positive Handling
- Safeguarding
- Safer Recruitment
- Whistleblowing

Academies' individual policies on:

- Administration of Medicines and Children with Medical Conditions
- Admission Arrangements
- Anti-bullying
- Attendance
- Appropriate physical contact including restraint
- Behaviour
- Child Looked After
- Child Protection
- Complaints
- Curriculum
- First Aid
- Health and safety procedures
- Missing children

- Personal and intimate care
- Photography of children and young people
- Special Educational Needs and Disability

The Academy complies with the Trust's Single Equality Statement and equality objectives seeks to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by such legislation. The Trust's equality information is available on the Trust website at www.aquinastrust.org.

Aims

The Academy's accessibility plan forms part of the Trust's equality scheme and sets out how the Academy will improve equality of opportunity for those with disabilities. The plan should be read in conjunction with the Trust and Academy's special educational needs and disability policy.

The statutory framework creates three key duties towards disabled pupils:

- Not to treat disabled pupils less favourably for reasons related to their disability;
- To make reasonable adjustments for disabled pupils so that they are not at a substantial disadvantage including potential adjustments that may be needed in the future;
- To plan to increase access to education for disabled pupils.

The Academy complies with these duties in the three areas by:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the environment of the Academy to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information.

Responsibilities

The Trustees have delegated the responsibility for the accessibility plan and its implementation to the Headteacher (Rachel Coleman, Executive Headteacher, Jenni Richards) of the Academy.

The Headteacher will ensure that the effectiveness of the plan is evaluated annually which will be reported to Trustees as part of the report provided to the Education Scrutiny Committee by the member of staff responsible for Inclusion and SEND.

All staff have a duty to:

- Promote equality of opportunity;
- Eliminate discrimination;
- Eliminate harassment of persons related to any impairments;
- Promote positive attitudes towards those people with disabilities;
- Encourage participation by people with disabilities in public life;
- Take steps to take account of disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

Action Plan

The Academy provides a learning community where pupils are supported and challenged to achieve their full potential. It aims to ensure that every pupil succeeds by providing an inclusive education within a culture of high expectations, and by giving them confidence they can succeed. Every pupil, parent, member of staff and visitor, is made welcome irrespective of ethnicity or disability.

The Academy complies with the aims of the accessibility plan by seeking to:

- Increase the extent to which disabled pupils can participate in the curriculum by enabling relevant adaptations of the curriculum, the learning environment and the resources;
- Ensure that there is safe access for all users of the Academy irrespective of their disability;
- Utilise the physical environment to develop the extent to which disabled pupils can take advantage of education and associated services;
- Provide equality of access to the building and use of facilities to all pupils, staff, and visitors.
- Audit of existing provision;
- Identify areas where disabilities are not fully provided for;
- Implement staff training to meet identified needs;
- Cost/plan for changes to the physical environment to meet identified needs;
- enable continued development of student understanding of disability;
- Further develop strategies aimed at anticipating/preparing pupils with disabilities for their future place in society.

The specific steps taken by the Academy to comply with the action plan are detailed at Appendix A

Monitoring and review

This policy is reviewed annually by the Headteacher and SENDCO
The scheduled review date for this policy is February 2021

Appendix 1

The school curriculum

Increasing the extent to which disabled pupils can participate in the school curriculum

The school Special Educational Needs Policy ensures that colleagues identify, assess and arrange suitable provision for pupils with disabilities and special educational needs including the provision of any necessary auxiliary aids.. Working alongside the Local Authority and Educational Psychology Service, the SENCo team manages the Statutory Assessment Process ensuring additional resources are available where appropriate.

The pastoral team provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. The school works closely with specialist services including:

- Early Support
- Complex Needs
- Occupational therapists and physiotherapists
- Speech & Language Therapy, Early Action for Children's Social Communication (SPEACS)
- Sensory Support Service
- Phoenix Children's Resource Centre for child with disabilities and additional needs.

SCHOOL ACTION	OUTCOME	STRATEGY	ACHIEVEMENT
To ensure that all extra-curricular activities are accessible to all pupils.	All activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Review all out of school provision to ensure compliance with legislation.	Increase in access to all school activities for all pupils.
To raise awareness and provide training for various disability issues.	Whole school community is aware of issues relating to access.	Provide training for staff, pupils and parents.	Community will benefit from a more inclusive school and social environment.
To create a class profile overview.	Any member of teaching staff will have access to the class profiles and therefore be aware of children's individual needs.	All staff to complete and upload a class profile to Teachershare. This should include awareness of any specific needs.	All staff are aware of where the class profiles live, and the needs of the children in each class.
To provide all pupils with equal opportunities to achieve and succeed in assessments.	Assessments will be accessible to pupils.	To modify/adjust assessment tools as necessary.	Pupils will have a greater opportunity of achieving their full potential throughout primary school.
To provide a spiritual/quiet zone/area.	Pupils will have daily access to a quiet area should the need arise.	Use the pavilion as the quiet area during playtime. This can be used and accessed on a daily basis by children who need some person space/quiet time. During lesson time, the sensory	Pupils will benefit from having access to a quiet area.

		room can be accessed for this purpose.	
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The physical/sensory environment of the school

Improving access to the physical/sensory environment of the school

This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by the school.

LOCATION	ITEM TO IMPROVE PHYSICAL/SENSORY ACCESS	ACTIVITY
New build	Ramps, handrails, disabled toilets.	
Y1 Citrine and Y2 Emerald Classroom and Gym	Soundfield system	To ensure hearing impaired adults and children access presentations.
All existing buildings	Review all areas	To ensure all statutory requirements are met in all buildings.

Information

Improving the delivery of information to disabled persons

Colleagues are aware of the services available through the local authority for converting written information into alternative formats. Pupils will also have access to the necessary auxiliary aids to promote accessibility.

SCHOOL ACTION	OUTCOME	STRATEGY	ACHIEVEMENT
To make the school prospectus, policies and documents available for all parents in all formats.	All parties will have access to school information.	To review all current school publications and promote the availability in different formats for those who require it.	Delivery of school information to all parents, regardless of need or disability.
To make parents, staff and pupils aware of the Academy Trust's complaints procedure.	An up to date complaints policy will always be ready available.	To regularly review the current complaints policy and make it available to all parties.	As supportive, effective and structured complaints procedure for all.

As a result of the Trust's statutory responsibility, the Trust will receive personal data, some of which will be sensitive personal data. The Trust processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018 (DPA). The Trust complies with the requirements of the data protection legislation as detailed in the Trust data protection Policy.

All staff are aware of the principles of data protection and will not process personal data unless necessary. The Trust safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Trust and the relevant academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.