



Diocese of Norwich
Education and
Academies Trust

Unity Federation of Church of England Primary Academies

Accessibility Plan

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

Policy Type:	LGB Policy
Approved By:	DNEAT Trust Board
Approval Date:	December 2015
Date Adopted by LGB:	13/7/2017
Review Date:	December 2018
Person Responsible:	DNEAT Operations Manager

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

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.

Context

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaces the Disability Discrimination Act 1995) and 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 can take full advantage of the education and associated opportunities provided by the Academy.

Definition (Equality Act 2010)

“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”

Introduction

The Local Governing Body (LGB) of **Unity Federation** has three key duties towards disabled pupils, under the Equalities Act 2010:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils

The LGB aims to ensure that the academy premises are fit to teach in, by provision of adequate management for the funding, maintenance and review for the upkeep of the fabric of the academy.

The purpose and direction of Unity Federation's plan: vision and values

We are a fully inclusive academy serving the needs of the local community. We want all our pupils to develop their intellectual, spiritual, and creative talents. Through recognising and encouraging the successes and achievements of our pupils we want them to develop positive self-esteem. We want all our pupils to value and respect the rights and opinions of others. We are proud of being known as a caring institution with a strong sense of community and we strive to ensure we are fully inclusive. We will continue to regularly review our provision to make certain all our pupils can access the full curriculum.

Integration

It is very important to us as a learning community that all our pupils with Special Educational Needs or Disabilities (SEND) are integrated in as much of the whole academy's curricular and extra-curricular learning as is practically possible. All staff who teach SEND pupils receive regular training and up-dated information about the specific pupils needs.

This plan sets out the proposals of the Local Governing Body of **Unity Federation** to increase access to education for disabled pupils in the three areas:

1. Increasing the extent to which disabled pupils can participate in our curriculum
2. Improving the environment to increase the extent to which disabled pupils can take advantage of the facilities
3. Ensuring that disabled pupils are provided with the appropriate sources of information so that they are not disadvantaged.

Summary of actions currently undertaken across the three priority areas

1. Increasing the extent to which disabled pupils can participate in the curriculum

Examples:

- *Timetables/class organisation are sympathetically reviewed to ensure that pupils with disabilities are not scheduled in unsuitable rooms*
- *The redevelopment of the building will lead to any pupils who use wheel chairs being able to access all areas (where required and appropriate)*
- *Laptops are currently available for use by some pupils who require support. This includes the potential for the pupil to be provided with a lap-top at home (Access through technology used to support this).*
- *Learning Support Staff are provided for pupils who are unable to attend the academy through longer-term ill-health.*

2. Improving the physical environment of to increase the extent to which disabled pupils can take advantage of education and associated services:

Examples:

- *Contrasting door frames to aid surface changes for visually impaired children.*
- *Finger guards on all doors.*
- *Disabled toilet facilities.*
- *Wobble boards for hypermobile children.*
- *Writing slopes.*
- *Paper colour, font size etc on signage.*

3. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Examples:

- *Modified printed information.*
- *The offer of an adult to read or help complete forms.*

It is a requirement that the **Unity Federation**'s accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan showing how **Unity Federation** address the priority areas identified above.

Views of those consulted during the development of the plan

All sections of the community are being involved in the development of this accessibility plan.

The SEND coordinators has been consulted about very specific details of the provision. All pupils with an Education, Health and Care Plan (formerly a statement of educational need) have an annual review where pupils and parents/carers are consulted about the provision offered and are able to contribute evaluative commentary.

There is regular liaison with the sensory support team so that visually impaired children and the pupils with impaired hearing are well supported.

Parents/carers visit the academy prior to admission which also helps us with our planning and information gathering.

Management, coordination and implementation

The coordination of our plan will be led through the **Finance and Resources committee** who have oversight of our site and all facilities. The head teacher is responsible for its implementation.

Getting hold of the plan

Hard copies of our accessibility plan will be available upon request within ten working days and a copy made available on the academy website. The academy prospectus will make reference to the Accessibility Plan.

[The academy Complaints procedure covers the Accessibility Plan](#)

Monitoring the plan

The Plan will be monitored through the **Resources Committee / Health & Safety Governor** of the LGB

The Plan may be monitored by Ofsted by part of their inspection cycle and by the DNEAT Multi Academy Trust by part of their Quality Assurance procedures.

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.

Impact Assessment

Impact assessment is a systematic approach to the analysis of the effects of a policy, practice or procedure for disabled pupils, staff and parents.

The main mechanism by which **Unity Federation** will assess the impact of the current policies will be by bringing together:

- a) The issues identified through the involvement of disabled pupils, staff and parents; and
- b) The information that is held regarding disabled pupils, staff and parents.

During the lifetime of the scheme there will be regular assessment of the impact on disabled people of the current policies. Disabled people will be involved in prioritising needs. Impact assessment will be incorporated into planned review and revision of existing policies and into the process of developing new policies.

Policy Review

This accessibility plan will be kept under review in order to keep it in line with relevant legislation; a full review will take place every three years.

Links to Other Policies

- Special Educational Needs and Disability Policy

Unity Federation Accessibility Action Plan 2015~2018

Equality Information and Objectives	Actions to be taken	By Whom	By When	Cost	Evaluation of Impact
1. Increasing the extent to which disabled pupils can participate in the curriculum	<ul style="list-style-type: none"> • Ensure our visually impaired pupils can access texts etc through modified learning. (Colkirk) • Provide adult support for physically disabled pupils to access all aspects of curriculum. (Sculthorpe) • Work with Health to form practical support plans and intimate care plans to allow dignity of our pupils. (Sculthorpe & West Raynham) 	<p>EYS</p> <p>SP</p> <p>SP, LD</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Time + enlarged printing</p> <p>£10,000</p> <p>£2500</p>	<ul style="list-style-type: none"> • Children with visual impairment are provided with the correct type of text (size, font, colour and calmness of page) to access learning effectively. • Children with physical need a use 1:1 support to access curriculum fully. • Children with intimate care needs due to a disability are provided with adequate 1: 1 care to have medication; intimate care etc administered in a confident and professional manner (based on good quality training from Health) and thus can access our curriculum fully.
2. Improving the physical environment of to increase the extent to which disabled pupils can take advantage of education and	<ul style="list-style-type: none"> • Provide changing facilities for children with intimate care needs due to physical disability. (Sculthorpe) • Provide furniture to aid children with physical needs to access learning effectively (e.g. wobble seats, writing slopes, ear 	<p>SP</p> <p>SP, EYS, LD</p>	<p>Ongoing</p> <p>As appropriate need identified</p>	<p>£500</p> <p>£500</p>	<ul style="list-style-type: none"> • Pupils have dedicated changing facilities they are comfortable with and supplies for nappies and disposal and agreed between school and parents. • Children can access ear defenders in each room to reduce noise and aid concentration for learning. Children can access wobble seats

<p>associated services:</p>	<p>defenders). (Colkirk, Sculthorpe, West Raynham)</p> <ul style="list-style-type: none"> • Ensure contrasting surfaces are used to enable visually impaired children full and confident access to the learning environment and school. (Colkirk) 	<p>EYS, CM</p>	<p>Summer 2017, 2018</p>	<p>£2000</p>	<p>(hypermobility) or writing slopes to support learning process.</p> <ul style="list-style-type: none"> • As part of the federation’s redecoration programmes any areas where contrasting paint is requires identifying edges, hazards etc and aid visually impaired children full access to their learning environment will be undertaken.
<p>3. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:</p>	<ul style="list-style-type: none"> • Ensure visually impaired pupils have access to modified texts or a reader if not possible to modify text. (Colkirk) • Provide readers and support for parents who have a disability and cannot complete forms etc. sent from school or providers it works with (e.g. EHCP). (Colkirk, Sculthorpe, West Raynham) 	<p>EYS</p> <p>EYS, SP, LD</p>	<p>Ongoing</p> <p>Offered when appropriate</p>	<p>No cost</p> <p>No cost</p>	<ul style="list-style-type: none"> • Children with visual impairment are provided with the correct type of text (size, font, colour and calmness of page) to access learning effectively. • Parents who cannot access written information are provided with support in a sensitive manner to complete forms or statutory process, thus allowing full access to the school, support for their child and themselves (e.g. social services, benefit claims etc).