



# Rye Community Primary School Policy

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Policy Title:	Accessibility Plan
Leadership Responsibility:	Head of School
Review Body:	Executive Headteacher
Date:	February 2019
Review:	Spring 2020

## Context

The Accessibility Plan represents Rye Community Primary School (the Academy) current approach to meeting the requirements of The Special Educational Needs 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 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](http://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 (references to Headteacher shall also include Executive Headteacher where relevant) 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,

## Data Protection

In the implementation of this plan, the Academy will receive personal data, some of which will be sensitive personal data. The Academy processes personal data in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018. The Academy 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 processes personal data unless necessary. The Academy 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/ academy] has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.

## Reviewing

This policy will be reviewed on an annual basis.

February 2019 BBL

### DATA PROTECTION

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# Appendix A

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

1. 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.
2. The inclusion 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:
  - a. Early Help
  - b. iSEND
  - c. Occupational therapists and physiotherapists
  - d. Speech & Language Therapy/Sensory Support Service/EALS
3. The Academy offers a differentiated curriculum for all pupils. Disabled students have access to the extended school day, each opportunity/activity is assessed and access enabled wherever possible in consultation with colleagues, parents and families and students.
4. The Academy ensures that colleagues identify, assess and arrange suitable provision for pupils with special educational needs and disabilities including the provision of any necessary auxiliary aids. We use resources tailored to the needs of pupils who require support to access the curriculum.
5. The Academy provides additional support for students and supports teachers in implementing strategies for improving students' behaviour and access to learning. The Academy works closely with specialist services to enable forward planning for disabled children, including:
  - a. East Sussex Children's Disability Services;
  - b. Kent Community Health NHS Foundation Trust.
6. Curriculum resources include examples of people with disabilities.
7. Curriculum progress is tracked for all pupils, including those with a disability, regardless of background or academic starting point. Targets are set effectively and are appropriate for pupils with additional needs to overcome potential barriers to learning and assessment for individual students and groups.
8. The curriculum is reviewed annually to ensure it meets the needs of all pupils, including those with learning and physical disabilities, with a focus on incorporating high expectations and developing skills for life-long learning.
9. The Academy will continue to prioritise increasing curriculum access for all pupils by:
  - a. Developing colleagues' skills and expertise through training and collaboration;
  - b. Developing effective differentiation to ensure tasks are matched to the individual child's needs and maximises their access to the whole of school life;
  - c. Continuing to explore and use technology to enhance learning and prepare all students for future study and work.
10. To support these priorities, the Academy will:



- a. Continue to track and monitor progress of individuals and groups of students with disabilities to ensure students make comparable progress in relation to age and prior attainment when individual needs are taken into consideration;
- b. Use this information to inform the deployment of support colleagues and resources;
- c. Use this information to support initiatives to meet the needs of every child and prepare children for the wider community;
- d. Ensure appropriate concessions arrangements for students who require additional support for formal tests.

### **Improving access to the physical environment of the school**

1. 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.
2. The environment is adapted to the needs of pupils where required:
  - a. Ramps;
  - b. Elevators;
  - c. Corridor width;
  - d. Disabled parking bays;
  - e. Disabled toilets and changing facilities.
3. Consideration of future improvements to the physical environment will include:
  - a. A continuing programme of internal redecoration;
  - b. Assessing requirements for adaptations best made to the buildings in light of the individual needs of students with disabilities at the Academy at the time.
4. All new projects are assessed and developed mindful of accessibility principles.

### **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.

The Academy uses a range of communication methods to ensure information is accessible. This includes:

- a. Internal signage;
- b. Large print resources and the use of a dyslexia-friendly font;
- c. Braille;
- d. Induction Loops;
- e. Pictorial or symbolic representations.