



# Rye Community Primary School Policy

---

Policy Title:	Accessibility Policy and Plan
Leadership Responsibility:	Head of School
Review Body:	Executive Headteacher
Date:	March 2021
Review:	March 2023

## Context

The Accessibility Plan represents Rye Community Primary School's (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 the Act **whereby schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.** Furthermore, the Public Sector Equality Duty (PSED) 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). **The Academy seeks to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by such legislation in order to support all learners to have access to the education provision that meets their needs.**

## Legal Framework

This policy has due regard to legislation and national guidance 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 and Disability Regulations 2014;
- Education and Inspections Act 2006;
- Equality Act 2020;
- The Education Act 1996;
- The Children and Families Act 2014;
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017;
- Admissions Code 2014;
- DfE (2014) 'The Equality Act 2010 and schools';



- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'.

### ***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 and Equality Objectives and Information
- 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

### **Aims**

The Academy's accessibility plan forms part of this policy and the Trust's commitment to diversity and inclusivity. It sets out how the Academy will improve equality of opportunity for those with disabilities and medical needs and it demonstrates how access will be improved. 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 **pupils with disabilities and medical needs** can participate in the curriculum;
- **Improving and maintaining the physical environment of the Academy to enable pupils with disabilities and medical needs to take advantage of the facilities and education on offer and associated services;**
- **Improving the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.**

## 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:

- Implementation of this policy;
- An accessibility plan is created with the intention of improving the Academy's accessibility to students with disability or medical needs;
- All colleagues are aware of students' disability or medical conditions where necessary;
- There are processes in place to ascertain students' disabilities on entry to the school;
- The SENCo contributes to this policy and the accessibility plan to support students with SEND;
- The teacher designated to support students who are unable to attend school due to their medical needs is consulted on this policy and the accessibility plan;
- Colleagues have appropriate training on this policy and the Act;
- 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 colleagues 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;



- Act in accordance with this policy.

## 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:

### Equal Opportunities

- Ensure all existing and potential students are given the same opportunities;
- Increase the extent to which disabled pupils and those with medical needs 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 and medical needs;
- 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, colleagues, and visitors;
- Carry out an audit of existing provision;
- Ensure colleagues are aware of any students who are at a substantial disadvantage and take the appropriate steps to ensure the student is supported effectively;
- Ensure, wherever possible, teaching staff adapt their lesson plans and the curriculum to allow all students to reach their full potential and receive the support they need;
- Identify areas where disabilities are not fully provided for;
- Ensure all extracurricular activities are accessible to all students and make reasonable adjustments to allow students with SEND to participate in all school activities;
- 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.

### Admissions

- Act in accordance with the Admissions Code and the Academy's admission arrangements and not discriminate against applicants with an EHC plan or with special educational needs or disabilities;
- Facilitate the smooth transition of students with disabilities and/or medical needs by obtaining information in advance to facilitate planning and the necessary adjustments;
- Ensure that information about the Academy is accessible to all prospective students and parents regardless of their disability.



## Curriculum

- Provide a healthy environment that enables full curriculum access and values and includes all students regardless of their education, physical, sensory, social, spiritual and emotional needs;
- Ensure no student is excluded from any aspect of the school curriculum due to their disabilities, impairments or medical needs;
- Provide a differentiated curriculum to enable all students to feel secure and make progress; Teachers and SENDCo and the designated teachers for students who are unable to attend school due to their medical needs will work together to co-ordinate a student's provision with advice sought from outside agencies where appropriate, to allow all students to reach their full potential; Where areas of the curriculum present challenges for a student, these are dealt with on an individual basis;
- Adapt physical education lessons, wherever possible, to allow students with disabilities and medical conditions to participate in lessons;
- Ensure, in discussion with the student and their parents, all adjustments possible, in line with common sense and practical application, will be made for any disability, impairment or medical need;
- Ensure there are established procedures for the identification and support of students with SEND in place at the school. Detailed information on students with SEND are given to relevant colleagues in order to aid teaching, e.g. 'pupil passports'. Specialist resources are available for students with impairments, such as large print reading books for those with visual impairments.

The specific steps taken by the Academy to comply with the action plan are detailed at Appendix A and future plans are detailed at Appendix B.

## 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 process 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 biennially.

**December 2020 BBL**

**March 2021 BBL**



## DATA PROTECTION

*Rye Community Primary School [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 colleagues are aware of the principles of data protection and will not process 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 Academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.*

# Appendix A

---

## 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.

# Appendix B - Future Plans

## Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Increased ownership is needed of personalised learning opportunities and outcomes for SEN learners.	Use of coaching to empower teachers from AHTs & Inclusion Team. Needs of pupils with SEND to remain a central strand to the SIP / monitoring schedule. Staff meetings with a focus on gap filling / Target Tracking training.	Assistant Heads and Inclusion Team Head of School (data)	December 2021	Teachers will be proactive in setting / reviewing Plan Do Review Trackers.  Data analysis will inform PDRs outcomes and will be used to gap close for all SEN learners.  Class based provision will be personalised to meet the needs of individual children as evidenced within PDRs.	July 2021 & December 2021
	Enrichment opportunities for SEMH pupils is limited.  Lack of engagement from learners with SEMH profile.	Design and delivery of enrichment opportunities.  Creation of an enrichment tracker to measure small steps progress.	Assistant SENCO / AHT for Inclusion.	December 2020	Implementation of an enrichment curriculum will be in place for specific groups of learners.  Learning will be viewed as engaging by children with an SEMH profile.  Progress will be evident against SEMH and academic outcomes.	July 2021

<p><b>Medium term</b></p>	<p>Statistical software is needed to contribute to the measuring of SEMH outcomes.</p>	<p>Use of nurture grant to purchase Boxall software. Training to be provided by ISEND (phase 1). Training opportunities to learn how to use software to offer and to apply / develop statistical analysis (phase 2).</p>	<p>Assistant SENCO / AHT for Inclusion</p>	<p>Phase 1 by July 2021  Phase 2 to be embedded by January 2022</p>	<p>A statistical assessment system will be in place to contribute to the measuring of SEMH outcomes.</p>	
<p><b>Long term</b></p>	<p>Increased curriculum access is needed for learners with a dyslexic profile.</p>	<p>Review of policy &amp; practice to be completed for SpLD. Non-negotiables to be set to promote a dyslexic accessible learning environment. Resourcing to be allocated to supporting pupils with SpLD (Specific Learning Difficulties). Monitoring and challenge to ensure delivery of non-negotiables.</p>	<p>All teaching and support staff.  SLT</p>	<p>By September 2024</p>	<p>Policy and practice for learners with a dyslexic profile will be a recognised strength within the school.  The quality of provision for learners with a dyslexic profile will be at least good and on the way to outstanding (Ofsted judgement).</p>	

## Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Lack of a designated area for emotional regulation and recovery.	Creation of a nurture room. Allocation of funds from Nurture grant for resourcing.	Assistant SENCO in consultation with AHT for Inclusion	December 2020	An area to facilitate regulation and recovery will be in place.  Designated area will be child friendly and sensory soothing.	January 2021
<b>Medium term</b>	Schools grounds / school building needs to be more accessible for children / adults with a visual impairment.	Incorporation of appropriate colour schemes to highlight the edge of steps within school building and access to / from playground.	Business Manager / Site Team	December 2021	Access routes will be visually more accessible to pupils / adults with visual impairments due to colour scheme.	December 2021
<b>Long term</b>	Playground difficult to access for children in a pram / buggy or wheelchair.	Conversion of one set of steps to a slope (located on entry into playground).	Business Manager / Site Team	December 2023	Access onto main playground for children in a pram, buggy or wheelchair will be improved due to sloped access route. Site will be more accessible.	December 2023

## Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	<p>Remote education needs to be inclusive for SEND pupils.</p> <p>Remote education needs to be more accessible to parents.</p>	<p>Access to differentiated remote education to available (use of support activities for SEND learners during lockdown).</p> <p>Written communication to be adjusted by the teaching staff so resources are more accessible (less written information, visually easier to track within document).</p>	Teaching staff / AHT Team	February 2021	Remote education opportunities will be inclusive. Written materials will be easier to access by parents / SEND pupils.	February 2021 & as needed per lockdown
<b>Medium term</b>	School website needs to be more accessible for users with English as an additional language.	<p>Audit of school website.</p> <p>School to seek advice from TEALS / Schools ICT to see whether a language conversion function can be installed onto the School Website.</p>	AHT for Inclusion	July 2022	<p>Key documents and signposting to external agencies will be accessible in different languages.</p> <p>Educational resources will be available to support children with EAL.</p>	January 2021 & July 2022
<b>Long term</b>	<p>Lack of specialist knowledge available to support children with dyslexia.</p> <p>Access to dyslexic friendly resourcing is limited.</p>	<p>Further staff training needed to improve provision and practice around the accessibility of information.</p> <p>Creation of a quick access bank of teaching &amp; learning strategies to be set up.</p> <p>Format of information / structure of the learning activity to be dyslexic friendly.</p>	All staff Inclusion Team SLT	September 2024	<p>A library of effective teaching and learning strategies / dyslexia friendly resources will be available to staff / learners.</p> <p>Staff will feel confident in their subject knowledge with regard to how to present / format information.</p> <p>The format / presentation of information will be engaging for learners and children will be able to demonstrate academic progress as a result of this.</p>	