



Diocese of Norwich  
Education and  
Academies Trust

# **Cawston Church of England Primary Academy**

## **Accessibility Plan**

<b>Policy Type:</b>	<b>LGB Policy</b>
<b>Approved By:</b>	<b>DNEAT Trust Board</b>
<b>Approval Date:</b>	<b>December 2015</b>
<b>Date Adopted by LGB:</b>	<b>4/12/18</b>
<b>Review Date:</b>	<b>December 2020</b>
<b>Person Responsible:</b>	<b>DNEAT Operations Manager</b>

## **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 Cawston C of E Primary Academy 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 Cawston C of E Primary Academy'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 Cawston C of E Primary Academy 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**

*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.*

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

Hi –visibility paint on steps, lighting, signage, disabled toilets.

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

Pupils and staff can collect/request information in an appropriate format e.g. large print or Braille.

It is a requirement that the Cawston C of E Primary Academy's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan showing how this academy will address the priority areas identified above.

Closer liaison with our feeder schools/academies. Members of the transition team aim to glean as much information as possible from the feeder schools/academies about the new intake.

The setting up of nurture groups to provide greater support for pupils in danger of social exclusion.

Continued tracking of progress and then the review of individual pupil needs.

Further and regular training for all LSAs in the whole variety of teaching methods, differentiation and pupil support.

#### **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 coordinator 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 Resources / Strategic and HR Group 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/ Strategic and HR Group Committee 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 Cawston C of E Primary Academy 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.

Equality Information and Objectives	Actions to be taken	By Whom	By When	Cost	Evaluation of Impact
1.Enable disabled pupils to participate in the curriculum.	Ensure visually impaired pupils can access texts through modified learning.	KS MCH	On-going	Time & enlarged print costs	Chn with visual impairment are provided with correct type of text
	Provide adult support for physically disabled pupils to access all aspects of curriculum.	KS SB	On-going	TA costs	Chn have access to adult support.
	Pupils have support/ intimate care plans to allow for dignity.	KS Heath team	On-going	Time and support plan costs	Chn with intimate care needs have appropriate support.

2.Improve the physical environment to increase participation of disabled pupils.	Provide changing facilities for pupils with intimate care needs.	KS SB	On-going	Designated area in Accessible Toilet	Pupils have dedicated are for changing and own supplies.
	Provide aids for children with physical needs to access leaning effectively (ramps, wobble seats, writing slopes)	KS MCH	As appropriate	£2000	Chn can access equipment as required-ramp to hall door, corridor door
	Ensure contrasting surfaces are visually clear- Hi Viz yellow paint on steps, doorways, ramp access.	MCH SH	Redecoration paint updated as required	£200	Chn have clear access to learning environment.
3.Improve the delivery of information to disabled pupils/families.	Ensure visually impaired pupils have access to modified texts, fonts, backgrounds.	KS SB	On-going	£200	Chn with impaired vision have access to appropriate texts, fonts, colour paper, IT screens.
	Provide support for families who have a disability and cannot complete forms for school.	KS MCH	On-going	£100	Families who cannot access written information are provided with support to complete forms thus allowing their child full access to services and education.

**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

**Cawston C of E Primary Academy Accessibility Action Plan 2018~2020**