Hope Federation of Church of England Primary Academies

Accessibility Policy and plan

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

Policy Type:	**Trust Policy**
Approved By:	**Trust Board – Finance, Audit and Resources Committee**
Approval Date:	**31/01/2020 09/02/2022**
Date Adopted by LGC:	**January 2026 (Spring meeting)**
Review Date:	**Spring Term 2028**
Person Responsible:	**Head of Estates**

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
	Throughout	Name of academy inserted once thereafter known as The Academy	Nov 2021
4	3.9	Updated to include 2021 Local Authority Accessibility Strategy and procedures	Nov 2021
9	Appendix A	Updated to include 2021 Local Authority Accessibility Action plan template for individual academies	Nov 2021
		Review schedule updated in line with DfE guidance to three-year review	Mar 23
		Person responsible updated in line with DoNESC Team roles	Mar 23

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.

1 Legal framework

1.1 This policy has due regard to statutory legislation 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 Regulations 2014

• Education and Inspections Act 2006

• Equality Act 2010

• Equality Act 2010 (Specific Duties) Regulations 2011

1.2 This policy has due regard to national guidance including, but not limited to, the following:

• 'The Equality Act 2010 and schools', DFE (2014)

1.3 This policy will be used in conjunction with the following school policies and procedures:

• Equality and Diversity Policy

• Admissions Policy

• Behaviour Policy

• Supporting Pupils with Medical Conditions Policy

• Administering Medication Policy

• Anti-Bullying Policy

• Curriculum Policy

• Health and Safety Policy

1.4 This policy seeks 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 and students can take full advantage of the education and associated opportunities provided by the Academy.*

2 Definition (Equality Act 2010)

2.1 "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"

2.2 The effect of the Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of sex, race, disability, sexual orientation, religion or belief.

3 Roles and responsibilities

3.1. Staff members will act in accordance with the academy's Accessibility Policy and Accessibility Plan at all times.

3.2. The Headteacher/Principal, in conjunction with the Local Governing Body (LGB) or select committee will create an Accessibility Plan with the intention of improving the academy's accessibility.

3.3. The LGB, or a select committee, will be responsible for monitoring the Accessibility Plan.

3.4. The LBG will approve the Accessibility Plan before it is implemented.

3.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil/student, parent/carer or colleague.

3.6. The Headteacher/Principal will ensure that staff members are aware of individual pupils'/students' disabilities or medical conditions where necessary.

3.7. During a new pupil's induction at Whitefriars Church of England Primary Academy the Headteacher will establish whether the pupil/student has any disabilities or medical conditions which the academy should be aware of.

3.8. The Headteacher/Principal is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils/students with disabilities are experienced.

3.9. The Headteacher/Principal, LGB and senior leadership team (SLT) will work closely with the Trust, the Local Authority and external agencies to effectively create and implement the academy's Accessibility Plan.

3.10. The special educational needs and disabilities coordinator (SENCO) will work closely with the Headteacher/Principal and LGB to ensure that pupils/students with special educational needs and disabilities (SEND) are appropriately supported.

3.11. All staff members and governors will partake in whole school training on equality issues with reference to the Equality Act 2010.

3.12. Designated staff members will be trained to effectively support pupils/students with medical conditions, such as understanding how to administer insulin.

4. Accessibility Plan

4.1. The Accessibility Plan will be structured to complement and support the academy's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities Policy.

4.2. The Accessibility Plan will be presented as either a freestanding document or as part of another document, such as the Academy Improvement Plan.

4.3. Whitefriars Church of England Primary Academy's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents/carers and visitors to the academy within a given timeframe.

4.4. The plan has the following key aims:

• To increase the extent to which pupils with disabilities can participate in the curriculum

• To improve and maintain the academy's physical environment to enable pupils/students with disabilities to take advantage of the facilities and education on offer

• To improve the availability and delivery of written information to pupils/students, staff, parents/carers and visitors with disabilities.

4.5. The intention is to provide a projected plan for a three year period ahead of the next review date.

4.6. If it is not feasible to undertake all of the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.

4.8. The Accessibility Plan will be used to advise other academy planning documents and will be reported upon annually in respect of progress and outcomes.

4.9. Both the Accessibility Policy and Accessibility Plan will be published on the academy website.

4.10. Whitefriars Church of England Primary Academy will collaborate with the Trust and Norfolk LA in order to effectively develop and implement the plan.

4.11. An access audit will be undertaken by the LGB and SENCO every year.

4.12. The academy will provide adequate resources for implementing plans, ensuring pupils/students are sufficiently supported.

4.13. During Ofsted inspections, the inspectorate may include the academy's Accessibility Plan as part of their review.

4.14. The Trust will prepare accessibility strategies based on the same principles as the academy's Accessibility Plan.

4.15. The Trust will work with the Norfolk LA to provide auxiliary aids and services where necessary in order to help the academy provide adequate support to pupils with disabilities.

5. Equal opportunities

5.1. Whitefriars Church of England Primary Academy strives to ensure that all existing and potential pupils are given the same opportunities.

5.2. Whitefriars Church of England Primary Academy is committed to developing a culture of inclusion, support and awareness.

5.3. Staff members will be aware of any pupils/students who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.

5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils/students with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils to reach their full potential and receive the support they need.

5.6. Whitefriars Church of England Primary Academy will ensure that all extracurricular activities are accessible to all pupils. The academy will make all reasonable adjustments to allow pupils with SEND to participate in all academy activities.

6. Admissions

6.1. Whitefriars Church of England Primary Academy will act in accordance with the Admissions Policy.

6.2. The academy will apply the same entry criteria to all pupils and potential pupil.

6.3. In the event of entry examinations, the academy will support those with SEND by making any reasonable adjustments necessary, e.g. publishing exam papers in a larger font.

6.4. Whitefriars Church of England Primary Academy will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the academy.

6.5. All pupils/students, including those with SEND, will have appropriate access to all of the opportunities available to any member of the academy community.

6.6. Information will be obtained on future pupils/students in order to facilitate advanced planning.

6.7. Prospective parents/carers of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting the academy in order to discuss the pupil's specific needs.

7. Curriculum

7.1. Whitefriars Church of England Primary Academy is committed to providing a healthy environment that enables full curriculum access, which values and includes all pupils/students regardless of their education, physical, sensory, social, spiritual and emotional needs.

7.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.

7.3. Whitefriars Church of England Primary Academy aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

7.4. The head of department for each subject and the SENCO will work together to adapt a pupil Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

7.5. Physical education lessons will be adapted, wherever possible, to allow pupils/students with disabilities to participate in lessons.

7.6. Where areas of the curriculum present particular challenges for a pupil/student, these are dealt with on an individual basis.

7.7. The class teacher, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any particular disability or impairment.

7.8. There are established procedures for the identification and support of pupils with SEND in place at the school.

7.9. Detailed pupil/student information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.

7.10. Specialist resources are available for pupils with visual impairments, such a large print reading books/laptops with accessibility features etc.

7.11. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

8. Physical environment

8.1. Whitefriars Church of England Primary Academy is committed to ensuring that all pupils, staff members, parents/carers and visitors have equal access to areas and facilities within the academy premises.

8.2. There are no parts of Whitefriars Church of England Primary Academy to which pupils/students with disabilities have limited or no access to.

8.3. The academy has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.

8.4. There are provisions for nappy changing.

8.5. Where entrances to the academy are not flat, a ramp is supplied for access. 8.6. Wide doors are fitted throughout the academy to allow for wheelchair access.

8.7. The corridor flooring and lighting is designed to support those who are visually impaired.

9. Monitoring and review

9.1. This policy will be reviewed on an annual basis or when new legislation/guidance concerning equality and disability is published.

9.2. The LGB and Headteacher will review the policy in collaboration with the SENCO's support.

9.3. Equality impact assessments will be undertaken as and when academy policies are reviewed.

Appendix A Accessibility Action Plan template

ACADEMY NAME

ACADEMY LOGO

ACCESSIBILITY PLAN

20XX-20XX (NOTE TYPICALLY A PLAN SHOULD LAST FOR 3 YEARS)

Include a short summary here to say what the plan is about so readers can easily understand it.

To note: guidance (shown in blue) included in this template should be removed prior to publication.

1. The Purpose of this Plan

Below is some standard text which you may use. You may wish to consider writing an introduction from the Head Teacher/Chair of Governors.

This plan sets out how The Academy will increase access to education for disabled pupils in three key areas: a) increasing the extent to which disabled pupils can participate in the academy curriculum;

b) improving the environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services;

c) focusing on how we deliver information, which is often only provided in writing to improve accessibility for all including disabled parents.

Our school accessibility plan will be reviewed every three years and reported on annually.

2. What does accessibility and inclusion mean for our academy?

We are committed to providing an academy that can be accessed, understood and used to the greatest extent possible by all people regardless of their ability or disability.

When reviewing or redesigning our academy environment (such as our buildings, technology, information, communication or culture) we will be guided by the following:

(a) Provide the same means of use to enable access for all users: identical whenever possible;

equivalent when not (b) Avoid segregating or stigmatizing any users

(c) Provisions for privacy, security and safety shall be equally available to all users

(d) Ensure dignity in use for all users.

3. Definition of disability

The definition of disability is set out in the Equality Act 2010, Part 6:

'A physical or mental impairment which has a substantial and long term effect on a person's ability to carry out normal day to day activities'.

Reasonable adjustments for disabled people

Where something the school does places a disabled person at a substantial disadvantage compared to a non-disabled person, we will take all reasonable steps to try to avoid that disadvantage. This may mean changing the way we work, providing extra equipment or removing physical or other barriers.

4. Information about our academy

You can find out about our academy on our website, here https://hopefederation.org.uk/

Appendix A Accessibility Plan template

Governing boards must undertake an audit of the extent to which pupil/students with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time, and after taking into account pupils/students' disabilities and the preferences of themselves or their parents/carers. A grid, like the one below, should be completed for each aspect of school life, such as the curriculum, physical environment and information provision.

Target	**Outcome**	**Timescale**	**Resources**	**Person responsible**	**Monitoring and Evidence**
1. Leading and monitoring the disability equality scheme					
Review all school policies, procedures and plans to ensure that our vision and value statements are explicit within them	All aspects of school life promote equality of opportunity for all pupils	Annual/regular review of policies	Staff meetings Governing Body meetings	Executive Head/EDHT/SEND Co Teacher Governing Body Staff SEND staff	Governor minutes

Review and update school accessibility plan	School is accessible to all pupils	Every 3 years	Staff meetings Management meetings	Executive Head/EDHT SENcoordinator Governing Body staff	Governor minutes
Create an accurate database of pupils, staff and parents / carers with identified disabilities	Up to date database of needs within school	On going	Phase meetings Parent survey. Pupils' views survey	SLT Admin Team	Spreadsheet showing medical/physical needs.

2. Promoting curriculum access for disabled pupils and adults					
All out of school activities are planned to ensure the participation of the whole range of pupils	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	ongoing	Risk assessments Pre-trip visits	Teaching Staff Exec Head teacher/EDHT	Extra-curricular RA's and log
School visits are made accessible to all pupils	All pupils have access to all school visits	ongoing	Pre visit visits Risk assessment	Teaching staff EVC Coordinator	All children access all visits
irrespective of attainment and impairment					
Classrooms and other settings are optimally organised to promote the participation and independence of all pupils	Lessons start on time, without the need to make adjustments to accommodate the needs of individuals	ongoing	Visual timetables Now and next cards Review and implement a preferred layout of furniture and equipment to support the learning process in	Teaching Staff Exec Head teacher	Learning Walks

			individual class bases		
Training and awareness raising of disability issues for staff, governors , parents and pupils	Whole school community awareness of the issues relating to access within school	Ongoing	Understanding of differing needs and disabilities	Exec Head teacher	Training records Evidence of parental participation

Appendix A Accessibility Plan

Pupils with disabilities can access ICT equipment if appropriate	All children and adults can access the full range of ICT equipment available in school to support their learning	ongoing	Audit of need ICT equipment to meet needs Specialist support from outside agencies	Exec Head teacher SEN Coordinator EDHT	Children have access to ICT equipment to help them with the recording of their work
3 Improving the physical environment of the school and its services					
Ensure that pupils in wheelchairs can move around the school without experiencing barriers	All children and adults in wheel chairs can access all parts of the school that are required	Carry out audit of need, if need arises. Carry out risk assessment if need arises.	Specialist support from outside agencies Doors to and from classrooms wide enough for wheelchair access PEEP completed for pupils in wheelchairs	Exec Head teacher SENCO EDHT	Resources Committee Health and Safety Walk rounds

Provide pathways to travel around the site. Entry into classrooms from playground have a step, but side door through the EYFS classroom would be used.	All children and adults in wheel chairs can access all parts of the school as needed	Reviewed annually and as needed	Specialist support from outside agencies	Exec Head teacher EDHT	Resources Committee Health and Safety Walk rounds

Ensure Personal Emergency Evacuation Plans cover pupils and adults with a disability	Staff are aware of all Personal Emergency Evacuation Plans and routes from their classrooms for vulnerable pupils	Reviewed annually	Specialist support from outside agencies Identify alternative route for evacuation from classrooms e.g. if door widths are too narrow, if fire alarm won't be heard. Fire drills to prepare for actual event at different times of the day with all staff	Exec Head teacher EDHT All Staff SEN coordinator	Record of Fire drill practices Fire Evacuation Plan monitored annually or as needs change

			members		

4 Improving the quality of information for and about disabled pupils and adults					
Provide information in a range of formats, including website access	Information to be shared can be found on website and in a range of formats	ongoing	Specialist resources and support from outside agencies	Exec Head teacher EDHT Admin Team	Feedback indicates delivery of school information to parents/ carers /school community improved
Ensure that parents/ carers who have a disability can receive information and	All parents / carers have appropriate access to the information the school shares	ongoing	Specialist support from LA when needed Seek the views of parents/ carers on preferred method of	Exec Head teacher EDHT Admin Team	Copies of information kept on file

reports by an alternative method	Specific arrangements made to meet identified needs		communication as needed. Ensure all information is made available in a suitable format in a reasonable time e.g translated into appropriate language, available in large print		
Create an accurate database of pupils, staff and parents / carers with identified disabilities	Up to date database of needs within school	ongoing	Update Pupil asset with needs regularly. Parent view survey. Pupils' views survey	Exec Headteacher EDHT Admin team SEN coordinator	Annual updates

Appendix B Academy Accessibility Plan

Statement of intent

This plan should be read in conjunction with the Academy Development Plan and outlines the proposals of the Local Governing Committee of Brisley CE Primary Academy to increase access to education for pupils/students with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

• Increase the extent to which pupils/students with disabilities can participate in the school curriculum. • Improve the environment of the school to increase the extent to which pupils/students with disabilities can take advantage of education, benefits, facilities and associated services provided.

• Improve the availability of accessible information, which is readily available to other pupils/students, to pupils/students with disabilities. The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil'/students disabilities and the views of the parents/carers and pupil/student. In the preparation of an accessibility strategy, the Trust must have regard to the need to allocate adequate resources in the implementation of the strategy.

The Local Governing Body also recognises its responsibilities towards employees with disabilities and will: • Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities. • Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.

- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Headteacher/Principal and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the academy and its pupils/students, and where the academy has undergone a refurbishment.

Signed by:

Headteacher/Principal B Allen **Date: Jan 2026**

review date: Spring 2028

Planning duty 1: Curriculum

Governing bodies should undertake an audit of the extent to which pupils/students with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' /students disabilities and the preferences of the pupils/students themselves or their parents/carers.	

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff members do not know whether the curriculum is accessible	Audit of curriculum	Exec Headteacher/ Principal/teachers /SENCO	Spring 2027	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2028

	Staff members do not have the skills to support pupils/students with SEND	INSET provided to staff members Training for teachers on differentiating the curriculum	Headteacher/ Principal/External advisors/SENCO	Summer 2027	Staff members have the skills to support children/young people with SEND	Autumn 2028
Medium term	School trips do not take into account pupils/students with SEND	Needs of pupils/students with SEND incorporated into planning process	Teachers/SENC O	Spring 2027	Planning of school trips takes into account pupils/students with SEND	Summer 2028

Long term	Pupils/students with SEND cannot access lessons	Provide tablets and other adjustments to pupils/students with SEND	Headteacher/ICT Manager/SENCO	Autumn 2027	Pupils/students with SEND can access lessons	Spring 2028

Planning duty 2: Physical environment

LGB should undertake an audit of the extent to which pupils/students with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve ac cess. All procedures will be carried out in a reasonable time, and after taking into account pupils/students' disabilities and the preferences of the pupils/students themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the academy's physical environment is accessible	Audit of physical environment	Building surveyors	Spring 2027	Academy is aware of accessibility barriers to its physical environment, and will make a plan to address them	Summer 2028
Medium term	Learning environment of pupils/students with visual impairment is not accessible	Incorporation of appropriate colour schemes	Academy business manager	Summer 2027	Learning environment is accessible to pupils/students with visual impairments	Autumn 2028
	Toilets are not accessible	Handrails installed	Academy business manager	Summer 2027	Access to toilets is increased	Autumn 2028

Long term	Children with physical disabilities cannot access school buildings	Construction work undertaken	Academy business manager/building contractors	Summer 2027	Academy buildings are fully accessible	Autumn 2028

Planning duty 3: Information

LGB should undertake an audit of the extent to which pupils/students with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils/students' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management staff do not know whether school information is accessible or not	Audit of information delivery procedures	SENCO/ICT manager	Spring 2027	Academy is aware of accessibility gaps to its information delivery procedures	Summer 2082
	Academy does not know how to make written information accessible	Academy seeks advice from external advisors	SENCO	Summer 2027	Academy is aware of local services for converting written information into alternative formats	Autumn 2028

Medium term	Written information is not accessible to pupils/students with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and install window blinds	SENCO/ICT manager	Spring 2027	Written information is fully accessible to children/young people with visual impairments	Summer 2028
Long term	Academy website is not accessible to children/young people with SEND	Audit of website	ICT manager	Summer 2027	Website is fully accessible	Autumn 2028