



KEYSTONE ACADEMY TRUST

Accessibility Plan

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Next Review due March 2027	

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Statement of Intent

The purpose of this plan is to demonstrate how Keystone Academy Trust intends, over time, to increase the accessibility of our schools for disabled pupils and stakeholders. It is our intention to ensure that all children receive a high-quality and ambitious education regardless of need or disability. We believe that it is vital that our pupils are provided with opportunities which will allow them to achieve, succeed and become confident, independent individuals as they progress through life.

Legal Requirements

This plan has been written with due regard to the following guidance and legislation:

- Supporting pupils at school with medical conditions: Statutory guidance for governing bodies of maintained schools and proprietors of academies in England, Department for Education (DfE) September 2014
- 0-25 SEND Code of Practice 2015
- Children and Families Act 2014
- Equality Act 2010
- Mental Health and behaviour in schools: departmental advice for school staff DfE June 2014
- Schools Admissions Code DfE 1 Feb 2010
- The Data Protection Act 2018
- Ensuring a good education for children who cannot attend school because of health needs; DfE 2013
- Working Together to Safeguard Children (2018)
- The Special Educational Needs and Disability Regulations (2014)

Links to other school policies

- Supporting pupils with medical conditions
- Children with health needs who cannot attend school
- Attendance policy
- Child protection and safeguarding policy
- Special educational needs and disabilities (SEND) policy
- Equality, Equity, Diversity and Inclusion policy
- Mental health and well-being policy
- Health and safety policy

Introduction

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It consolidated this legislation and made it unlawful for a school to discriminate against a pupil or prospective pupil by treating them less favourably because of their disability (amongst other protected characteristics).

The law on disability discrimination is different from the rest of the Act in a number of ways because it protects people who are disabled but does not protect people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the systems in place to support pupils with special educational needs.

Definition of Disability

The Equality Act 2010 defines disability as when a person has a ‘physical or mental impairment which has a substantial and long-term adverse effect on that person’s ability to carry out normal day-to-day activities.’ Some specified medical conditions such as HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Long term is defined as lasting, or likely to last, for at least 12 months.

Schools’ duties around accessibility for disabled pupils

Schools need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010.

This plan sets out our proposals to increase access to education for disabled pupils in the three areas required, by the planning duties in the Equality Act 2010:

- Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education;

- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

We will ensure that our Accessibility Plan is resourced, implemented, reviewed and revised as necessary, but at least every three years.

Policy Implementation

The overall responsibility for the implementation of this plan at Lutton St Nichola is given to Sam Edwards, SENCo.

At Lutton St Nicholas, Sam Edwards, SENCo, will be responsible in conjunction with senior leaders disabled pupils, their families and any relevant outside agencies, for drawing up, implementing and keeping this plan under review.

Working in collaboration with our school communities

Keystone Academy Trust aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. We aim to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. Keystone Academy Trust is active in promoting positive attitudes to any disabled people in our schools and their communities, and in planning to increase access to education for all disabled pupils.

As part of our continued communication with pupils, parents, carers and other stakeholders, Keystone Academy Trust will continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Current range of disabilities within Keystone Academy Trust

Keystone Academy Trust is fully inclusive and always has a population of pupils with a range of Special Educational Needs and/or disabilities. It is not unusual for our schools to be meeting the following needs:

- Autism Spectrum Disorder (ASD)
- Attention Deficit Hyperactivity Disorder (ADHD)

- Attachment Disorder
- Dyslexia
- Hearing impairments
- Visual impairments
- Global Developmental Delay
- Various medical conditions including Diabetes, Epilepsy, Asthma
- A range of learning difficulties

Increasing access for disabled pupils

Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all pupils. As such we have a regular cycle of training provided by professionals from outside agencies to ensure that our ability to meet the needs of our diverse community is kept up to date. We have very close relationships with outside agencies and will actively seek advice from them to ensure that we can meet every pupil's needs through reasonable adjustments and specialised resources. We aim to meet every pupil's needs within mixed ability, inclusive classes wherever possible.

It is a core value of Keystone Academy Trust that all pupils are enabled to participate fully in the broader life of their school. Consequently, all pupils attend age relevant after school clubs, leisure and cultural activities and educational visits.

Contextual Information

At Lutton St Nicholas Primary Academy, main building of our school site is accessible for anyone who has a disability since it is a single storey building. All doorways are wide enough for wheelchair access. We have a disabled parking space in our car park by the main school entrance for any of our stakeholders who may have walking difficulties. We also have a disabled toilet which can once again be accessed by all stakeholders.

We are an actively inclusive school and will always make reasonable adjustments for any visitors who may have a disability for which we were unaware.

Accessibility Plan

Target	Strategy	Outcome	Timeframe	Responsibility	Achieved
Increasing access for disabled pupils to the school curriculum					

To continue to train staff to enable them to meet the needs of pupils with a range of SEND.	Review the needs of pupils and provide training for staff as needed.	Staff are able to enable all pupils to access the curriculum.	Ongoing	SENCo	
Use a range of ICT and equipment to support learning.	Professionals (e.g. Sensory Education Support Team, Teacher of the visually impaired, Occupational Therapist) to provide advice about a range of ICT and equipment which could improve access to the curriculum.	Pupils can access the curriculum and meet their potential. All reasonable adjustments identified on Individual Support Plans and/or Individual Health Care Plans.	Ongoing	SENCo	
Improving access to the physical environment of schools					
To ensure that all stakeholders can access the school environment when attending meetings.	Ensure that appropriate rooms are booked with appropriate furniture.	Appropriate rooms and furniture will be provided.	Ongoing	SENCo and all necessary staff	
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Regularly audit the accessibility of school buildings and grounds with advice from relevant professionals (e.g. Sensory Education Support Team, Teacher of the visually impaired, Occupational Therapist). Suggest actions and implement	Modifications will be made to the school building to improve access.	Ongoing	SENCo	

	as budget allows.				
Improving the delivery of information to disabled pupils					
To ensure that all written information is presented in a way which allows disabled pupils to access the curriculum.	Professionals (e.g. Sensory Education Support Team, Teacher of the visually impaired, Occupational Therapist) to provide advice about how written work should be presented, which could improve access to the curriculum.	Pupils can access the curriculum and meet their potential. E.g. Work copied onto coloured paper, coloured overlays, clutter free whiteboards, enlarged print. All reasonable adjustments identified on Individual Support Plans.	Ongoing	SENCo	
To ensure that all written information is accessible to pupils and parents who have English as an additional language.	Access to a range of tools which can support translation, e.g. EAL translators, bi-lingual dictionaries, google translate.	Key information is translated and tools available to pupils during the school day.	Ongoing	EAL Lead	
To ensure that pupils with a Communication and Interaction need can access the curriculum.	Use a range of strategies to support communication and understanding as an alternative to or alongside written text, e.g. WIDGIT and Makaton Sign language.	Pupils can access the curriculum and meet their potential using alternative forms of communication.	Ongoing	SENCo	

Complaints

Should parents/carers be unhappy with any aspect of their child's care, then they must discuss their concerns with the school. This will be with the child's class teacher in the first instance, with whom any issues should be addressed. If this does not resolve the problem or allay the concern, the problem should be brought to the attention of Amy Arnold, SENCo or a member of the senior leadership team, who will, where necessary, bring concerns to the attention of the head teacher.

If the situation remains unresolved, then a letter outlining the concern should be sent formally to the Clerk to the Governors at the school address in line with the Trust's Concerns and Complaints Policy.

Appendices

A - Personal Emergency Evacuation Plan (PEEP)

B - Accessibility Plan Audit Checklist

Appendix A
Lutton St Nicholas Primary Academy
Personal Emergency Evacuation Plan

Child's name	
Group/class/form	
Date of birth	
Child's address	
Medical diagnosis or condition	
Date	
Review date	

Family Contact Information

Name	
Relationship to child	
Phone no. (work)	
(home)	
(mobile)	
Name	
Relationship to child	
Phone no. (work)	
(home)	
(mobile)	

Professionals providing advice (if applicable)

Name	
Organisation	
Contact details	

Members of staff responsible for evacuation

Name	Signature	Date

Risk Assessment

Evacuation principles	Yes	No	Action to be taken
Can the person hear the alarm under normal circumstances?			How will they be alerted?
Does the student have strong enough eyesight to make their way from the premises unaided?			How will they be assisted?
Can the person move quickly in the event of an emergency?			How will they be assisted?
Does the person use a mobility aid (E.g., Wheelchair)?			What aid is used?
Will the person require physical assistance to gain transfer into a mobility aid?			How will assistance be provided?
Are there any areas of the school premises that are inaccessible via mobility aid?			Is there an alternative evacuation route?
Is the student able to understand what is happening in an emergency?			How will they be assisted?
Are there any other factors to be considered?			

Personalised evacuation procedure

Equipment required

Arrangements for school visits/trips etc.

Specific support for the pupil's educational, social and emotional needs

Any additional information

Plan developed with

Staff training needed/undertaken

Signed

Parent Date

School..... Date

Appendix B - Accessibility Plan Audit Checklist

Name of school:	
Date of audit:	
Name of person completing audit:	
Job role:	

Access to the curriculum		
Question	Comment	Action (if needed)
How do staff adapt lessons so that all pupils can participate and reach their full potential?		
How does the school ensure that all pupils have access to extracurricular activities?		
How does the school make sure that all pupils with SEND are able to participate in school trips and activities?		
How does the school enable all pupils to have access to the full curriculum without hinderance?		
How does the school make sure that pupils with SEND can participate in physical activities in the curriculum?		
How does the school involve and support pupils with SEND when participating in discussions and giving presentations?		
How does the school train staff to support pupils with SEND?		
What learning resources does the school provide for pupils with sensory impairments?		
How does the school ensure that pupils with a physical impairment can access the curriculum?		

How does the school ensure that pupils with a visual or hearing impairment can access the curriculum?		
How does the school seek feedback about accessibility from pupils, parents and staff?		
Other:		

Access to the physical environment		
Question	Comment	Action (if needed)
What facilities does the school have to meet the needs of pupils who require additional hygiene and personal care?		
How does the school enable pupils, staff and visitors in a wheelchair or with a physical disability to access the school building?		
How does the school enable pupils, staff and visitors with a visual impairment to access the school building?		
How does the school enable pupils, staff and visitors with a hearing impairment to access the school building e.g. when the fire alarm or school bell rings?		
How does the school enable pupils, staff and visitors who have English as an additional language to access the school building?		
How does the school enable pupils, staff and visitors in a wheelchair or with a physical disability to access the toilet facilities?		
How does the school enable pupils, staff and visitors with a hearing or visual impairment to access the toilet facilities?		

How does the school make sure that all emergency exit routes are accessible for pupils, staff and visitors in a wheelchair or with a physical disability? (Consider a PEEP 'personal emergency evacuation plan')		
How does the school make sure that all emergency exit routes are accessible for pupils, staff and visitors with a hearing or visual impairment? (Consider a PEEP 'personal emergency evacuation plan')		
Other:		

Access to information		
Question	Comment	Action (if needed)
How has the school ensured that verbal information is accessible for those who require hearing assistance?		
How has the school ensured that written information is accessible for those with visual impairments?		
How has the school ensured information is accessible for those with dyslexia?		
How has the school ensured that its website is accessible to everyone, such as the incorporation of translation features and audio reading?		
How does the school ensure that it communicates effectively with parents who have SEND?		
How does the school ensure that information is accessible to those with EAL?		
Other:		