



St Cecilia's
CHURCH OF ENGLAND PRIMARY SCHOOL

'Therefore encourage one another, and build each other up.'

Accessibility Plan

Date:	January 2023
Review:	January 2025



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This is a Trust policy to be implemented by all schools within The Keys Academy Trust to ensure a consistent approach for all pupils and staff within the Trust.

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Education at St Cecilia's Church of England Primary is built on a firm foundation of Christian values (Gratitude, truthfulness, kindness, Forgiveness, Perseverance, Wisdom) with an expectation of high academic standards and pastoral care for all. In partnership with parents, it is our ambition that all children will be independent, resilient and have a strong sense of moral responsibility ready to succeed in an ever-changing world. Our pupils will leave St Cecilia's Church of England Primary ready for secondary school with a thirst for seeking knowledge, wisdom and understanding. Our pupils will gain high aspirations and the self confidence that they can lead a meaningful and fulfilling life, contributing positively to the community.

Our equality objectives are based on the principles of human rights and human dignity, and can be summarised as follows:

- To ensure that the school retains a culture of advancing equality both in its policies and its practices.
- To develop the children's understanding of, and commitment to, the promotion of equality and the elimination of discriminatory practices and beliefs.
- To deepen an understanding among all children and staff of the strengths and needs of all protected characteristic groups.
- To continue to seek ways in which the culture, policies and practices within school can be further improved to advance equality and to eliminate discrimination.
- To celebrate the rich variety of individual and group characteristics which constitute our school community, as well as the wider world.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. Support from local agencies includes:

- NHS and Reading University Speech and Language Therapist
- NHS Visual Impairment team
- Sensory Consortium
- Educational Psychologist
- Assist
- Occupational Therapist Page 4
- School Nurse
- CAMHS

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Ensure compliance with DDA and Code of Practice. 	<ul style="list-style-type: none"> Staff and governors informed of requirements and obligations of DDA and the Accessibility Plan via staff meetings, guidance notes and governor meetings. 	HoS	Apr 2023	School complies with DDA and COP Requirements as judged through governor and SLT monitoring.
	<ul style="list-style-type: none"> Plan a curriculum that all children have access to 	<ul style="list-style-type: none"> Work with DoL on curriculum design 	HoS/ DoL	Jan 23	Children who start at STC access the full curriculum and make good progress.
	<ul style="list-style-type: none"> Embed modelling and scaffolding in to daily teaching 	<ul style="list-style-type: none"> Induction and CPD sessions on modelling and scaffolding 	HoS	Jan 23	There is quality first teaching happening in every classroom and all children are supported to reach the same learning outcomes
	<ul style="list-style-type: none"> Ensure all staff set and know SMART targets for children with SEN, EAL, PP 	<ul style="list-style-type: none"> CPD planned with TKAT SENDCO leads Meet with parents of children in these categories Plan in pupil progress meetings to discuss children 	HoS, TKAT SENDCOs	Feb 23	<p>All PP pupils to have an up to date Pupil Premium Profile</p> <p>All IPPs to include SMART targets. Teachers and TAs are able to evidence to HoS how they are meeting/working on these targets.</p> <p>Evidence of pupil progress against their SMART targets</p>

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> Increase awareness and involvement of children and parents in disability issues. 	<ul style="list-style-type: none"> Books and resources to reflect a more diverse community, including disabilities. Awareness raising events within school and the community such as highlighting and taking part in National days such as Autism awareness day, Developmental Language Disorder Day etc. Timetable of events drawn up to map out year 	HoS	Feb 2023	<p>Disabled children within the school are included at break and lunch time and feel secure within their peer groups.</p> <p>Peer groups have knowledge and understanding of their peers with disabilities.</p> <p>Parents are involved in key decisions made by the school in relation to disabilities via the parent forum.</p>
	<ul style="list-style-type: none"> To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips. 	<ul style="list-style-type: none"> Early planning and risk assessments for regular trips, to meet identified needs of cohorts who are in the school 	HoS Class Teachers	Ongoing	All pupils access and experience the opportunities available.
	<ul style="list-style-type: none"> Ensure Curriculum resources include examples of people with disabilities 	<ul style="list-style-type: none"> Create order list including text etc including people with disabilities 	HoS	Ongoing as school grows	<p>Children have a greater understanding of different disabilities</p> <p>Children with disabilities have increased self esteem</p>
	<ul style="list-style-type: none"> Ensure special arrangements are made so children with a disability can participate in extracurricular activities 	<ul style="list-style-type: none"> Review opportunities for extracurricular and offer accessible activities Risk assess each activity so all can participate 	HoS	Jul 23/ Sept 23	All pupils access and experience the opportunities available.

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> To regularly review the curriculum to ensure it meets the needs of all pupils 	<ul style="list-style-type: none"> Plan in review dates 	<ul style="list-style-type: none"> HoS Class teachers 	<ul style="list-style-type: none"> Ongoing - Termly 	<ul style="list-style-type: none"> Any review that has happened meets the needs of the current cohort of children.
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> Indoor and outdoor equipment is purchased that takes disability into consideration. 	<ul style="list-style-type: none"> During purchasing of equipment and resources accessibility for all is taken into consideration and is a key factor. 	<ul style="list-style-type: none"> HoS 	<ul style="list-style-type: none"> Spr 2023 	<ul style="list-style-type: none"> Children and staff with disabilities have the same opportunity to access equipment at school
	<ul style="list-style-type: none"> New school site is fully accessible for all disabilities <p>Currently in place:</p> <ul style="list-style-type: none"> Ramps Elevator Disabled parking Disabled toilets and shower facilities Height adjustable tables in DT room 	<ul style="list-style-type: none"> During school set up in December 2022 all areas of the school site are checked for accessibility. Risk assessments completed and actions in place for adverse weather 	<ul style="list-style-type: none"> HoS 	<ul style="list-style-type: none"> Jan 2023 	<ul style="list-style-type: none"> Children, staff and visitors can access all areas of the school.
	<ul style="list-style-type: none"> Regular review of needs for current pupils 	<ul style="list-style-type: none"> As school numbers increase continually review access arrangements for school EHCP plans to support 	<ul style="list-style-type: none"> HoS 	<ul style="list-style-type: none"> Ongoing 	<ul style="list-style-type: none"> Children, staff and visitors can access all areas of the school.

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<ul style="list-style-type: none"> Personal evacuation plans completed for student and staff who are identified as requiring one 	<ul style="list-style-type: none"> Liaise with parents and other healthcare staff to identify needs and put in place appropriate evacuation arrangements 	<ul style="list-style-type: none"> HoS 	<ul style="list-style-type: none"> As required 	All pupils who require a PEEP, have an up to date and properly communicated PEEP which has been practiced to ensure it can be implemented successfully.
Improve the delivery of information to pupils with a disability	<ul style="list-style-type: none"> School looks into the purchasing of software to support children to access learning and are trained in systems i.e. Communicate in Print 	<ul style="list-style-type: none"> Arrange a meeting to focus on the visual cues in the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs 	<ul style="list-style-type: none"> HoS with support from SENCO from The Keys Trust 	<ul style="list-style-type: none"> Feb 2023 	Children with identified needs have a greater ability to access information.
	<ul style="list-style-type: none"> New signage around school including visual clues to aid visually impaired and EAL. 	<ul style="list-style-type: none"> During purchasing of signage accessibility for all is taken into consideration and is a key factor 	<ul style="list-style-type: none"> HoS with support from different professional bodies 	<ul style="list-style-type: none"> Feb 2023 	Children, staff and visitors can access all areas of the school.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by Local Governing Body

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Local Offer