

## TKAT Accessibility Plan

<b>Policy Level and Description:</b>	1	<u>TKAT Statutory Policy</u> NO CHANGES TO THE CORE TEXT ALL Schools require a policy on this topic/area. Only changes to highlighted sections are allowed to the core text – changes will be limited to school name and very limited school-specific details - LGBs to adopt, implement and monitor this policy.	
<b>Reviewed by:</b> <i>(Trust Officer)</i>	Amanda Snow COO	<b>Reviewed by:</b> <u><i>(School representative)</i></u>	Richard Thomas Head of School
<b>Approved by:</b> <i>(Trust Committee/Trust Board)</i>	Premises	<b>Approved by:</b> <i>(LGB/LGB Committee)</i>	LGB
<b>Trust approval date:</b> <i>(dd/mm/yyyy)</i>	20/03/2025	<b>LGB/LGB Committee approval date:</b> <i>(dd/mm/yyyy)</i>	19.05.25
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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.**

*We are a family of distinctive schools at the heart of the diverse communities we serve. In line with our Christian ethos, we aspire to excellent learning and pastoral care for pupils and staff and are committed to being open and welcoming to all.*

## **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 schools' aim 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 considered 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	CURRENT GOOD PRACTICE	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"> <li>Our school offers a differentiated curriculum where appropriate</li> <li>We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>Curriculum resources include examples of people with disabilities</li> <li>Curriculum progress is tracked for all pupils, including those with a disability</li> <li>Targets are set and are appropriate for pupils with additional needs</li> <li>Progress of all children is tracked closely</li> <li>TAs support the learning of all children in the class</li> <li>The curriculum is reviewed to ensure it meets the needs of all pupils</li> <li>Nurture groups are set up to support children with SEMH difficulties</li> </ul>	<ol style="list-style-type: none"> <li>Ensure compliance with DDA and Code of Practice</li> <li>Continue to develop the curriculum to meet pupil needs</li> <li>Continue to develop teaching pedagogy in line with evidence of best practice</li> <li>Develop the use of IPPs to support children with SEND</li> </ol>	<ol style="list-style-type: none"> <li>Staff and governors informed of requirements and obligations of DDA and the Accessibility Plan via staff meetings, guidance notes and governor meetings.</li> <li>Work with DoL on curriculum design Work with external agencies to support Plan staff meeting opportunities to reflect on curriculum</li> <li>Plan CPD programme to reflect the needs in the school and most recent teaching research</li> <li>Ensure strong CPD on IPP development  SENDCO to continue to monitor the effectiveness of provision in the school</li> </ol>	<ol style="list-style-type: none"> <li>EHT/ HoS</li> <li>HoS/ SLT</li> <li>HoS/ SLT</li> <li>SENDCO</li> </ol>	<ol style="list-style-type: none"> <li>Ongoing</li> <li>December 26</li> <li>Ongoing</li> <li>December 25</li> </ol>	<ol style="list-style-type: none"> <li>School complies with DDA and COP Requirements as judged through governor and SLT monitoring.</li> <li>Children who start at STC access the full curriculum and make good progress</li> <li>Pupils achieve well and make good progress against their start points</li> <li>As above</li> </ol>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Cookery equipment is height adjustable</li> </ul>	<ol style="list-style-type: none"> <li>1. Indoor and outdoor equipment is purchased that takes disability into consideration.</li> <li>2. Regularly review the needs of the pupils in school</li> <li>3. Personal evacuation plans completed for student and staff who are identified as requiring one</li> </ol>	<ol style="list-style-type: none"> <li>1. During purchasing of equipment and resources accessibility for all is taken into consideration and is a key factor.</li> <li>2. Adjustments to the school environment when appropriate</li> <li>3. Liaise with parents and other healthcare staff to identify needs and put in place appropriate evacuation arrangements</li> </ol>	<ol style="list-style-type: none"> <li>1. HoS/ OM</li> <li>2. HoS/ OM</li> <li>3. HoS/ OM</li> </ol>	<ol style="list-style-type: none"> <li>1. Ongoing</li> <li>2. Ongoing</li> <li>3. Ongoing</li> </ol>	<ol style="list-style-type: none"> <li>1. Children and staff with disabilities have the same opportunity to access equipment at school</li> <li>2. Children, staff and visitors can access all areas of the school.</li> <li>3. 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.</li> </ol>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Translations where appropriate</li> </ul>	<ol style="list-style-type: none"> <li>1. To make school more accessible for students considering needs that we currently do not have yet</li> <li>2. To make communication to parents more easily accessible</li> </ol>	<ol style="list-style-type: none"> <li>1. Consider the addition of braille on to school signage</li> <li>2. Consider other communication avenues for parents</li> </ol>	HoS/ OM/ SENDCO	Ongoing	Children with identified needs have a greater ability to access information.

## **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 the LGB

## **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