



Diocese of Norwich
St Benet's
Multi Academy Trust

The Harleston Sancroft Academy

Accessibility Policy and plan

Policy Type:	Trust Policy
Approved By:	Trust Board (Joint Policy Development Committee)
Approval Date:	10/03/2022
Date Adopted by LGB:	01/09/2022
Review Date:	March 2023
Person Responsible:	Head of Operations

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

Roles and Accountabilities

The Diocese of Norwich St Benet's Multi Academy 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 Head Teacher. The Head Teacher of the 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 and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- Equality Act 2010 (Specific Duties) Regulations 2011
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

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

- Equality and Diversity Policy
- Admissions Policy
- Behaviour/Attitude to Learning Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Data Protection Policy

- 1.3 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/students 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, 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 LGB 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 will ensure that staff members are aware of individual pupils’/students’ disabilities or medical conditions where necessary.
- 3.7. During a new pupil’s/student’s induction at The Academy the SENDCos and SEND Manager will establish whether the pupil/student has any disabilities or medical conditions which the academy should be aware of.
- 3.8. The Headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils/students with disabilities are experienced.
- 3.9. The Headteacher, LGB and senior leadership team (SLT) will work closely with the Trust, the [Local Authority Accessibility Strategy](#) and external agencies to effectively create and implement the academy’s Accessibility Plan.

- 3.10. The special educational needs and disabilities coordinator (SENDCOs) will work closely with the Headteacher 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. The Academy Accessibility Plan demonstrates how access will be improved for pupils/students 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/students 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, which will be in September 2025.
- 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. The 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 SENDCO 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/students with disabilities.

5. Equal opportunities

- 5.1. The Academy strives to ensure that all existing and potential pupils/students are given the same opportunities.
- 5.2. The 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/student 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/students equal opportunities.
- 5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum in order to allow all pupils/students to reach their full potential and receive the support they need.
- 5.6. The Academy will ensure that all extracurricular activities are accessible to all pupils/students. The academy will make all reasonable adjustments to allow pupils/students with SEND to participate in all academy activities.

6. Admissions

- 6.1. The Academy will act in accordance with the Admissions Policy.
- 6.2. The academy will apply the same entry criteria to all pupils/students and potential pupils/students.

- 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. The Academy will strive to not put any pupil/student at a substantial disadvantage by making reasonable adjustments prior to the pupil/student 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 EHCP funded pupils/students, and pupils/students with SEND, are invited to a transition meeting prior to the pupil/student starting the academy in order to discuss the pupil/student's specific needs.

7. Curriculum

- 7.1. The 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. The Academy aims to provide a differentiated curriculum to enable all pupils/students to feel secure and make progress.
- 7.4. The head of department/faculty/class teacher for each subject and the SENDCOs/SEND Manager will work together to adapt a pupil/student's Individual Education following the graduated approach, with advice sought from outside agencies where appropriate, to allow all pupils/students 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/student 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/students with SEND in place at the school.

- 7.9. Detailed pupil/student information on pupils/students with SEND are given to relevant staff in order to aid teaching. e.g, our working SEND Records
- 7.10. Specialist resources are available for pupils/students with visual impairments, such a large print reading books/laptops with accessibility features etc.
- 7.11. Learning support assistants and teaching assistants are deployed to implement specific literacy, numeracy and speech programmes.

8. Physical environment

- 8.1. The Academy is committed to ensuring that all pupils/students, staff members, parents/carers and visitors have equal access to areas and facilities within the academy premises.
- 8.2. There are no parts of The 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. In the primary phase a project by St Benet's MAT has been commissioned to replace a number of doors. Where an existing door is not wide enough to allow wheelchair access, there is an alternative route to get into the building or room.
- 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 SENDCO's support.
- 9.3. Equality impact assessments will be undertaken as and when academy policies are reviewed.

The Harleston Sancroft Academy



HARLESTON SANCROFT
ACADEMY

ACCESSIBILITY PLAN

2022-2025

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

The purpose of the Accessibility Plan is to:

- Increase the extent to which pupils with a disability can participate in the curriculum
- Improve the physical environment of the school to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with a disability and their parents/carers

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

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 pupil with a disability faces in comparison with non-disabled peers. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

1. The Purpose of this Plan

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](#)

5 Challenges to accessibility that we want to address

Secondary phase:

Where students are unable to access the four upstairs classrooms in the secondary phase site, their class group is able to use a classroom downstairs instead. The upstairs classrooms are not specialist rooms (e.g. labs) so there is no disadvantage to students. If a student is temporarily unable to access an upstairs classroom (e.g. due to injury) they are moved to a different class group for a short period of time to ensure their safety and continued learning. All other areas of the secondary site are fully accessible, including our pool which has an accessible changing room with hoist which transfers from changing room to pool.

6 What we have in place to make our academy accessible

Action Plan - Primary Phase

Improving the physical access

	What we are doing	What will it mean for students	Who is responsible for achieving it	When it will be achieved
1	Door codes on Hub door	Students will be in a safe environment	LB/ EJ	Autumn 2022
2	Outside space for Hub	Pupils with SEND are able to access the wider curriculum and have continual opportunities to access outside space all of the time.	LB/ EJ	Autumn 2022
3	Moving Pastoral worker position to be more central in the school. New position will be in small mobile on the school field	Positioned on the field and upper school playground this will support pupils to be able to access support	LB/ EJ/ JM	Autumn/ Spring 2022
4	Accessible toilet off the upper school hall in the cupboard space	More facilities for pupil, staff and visitors	EJ/ DC	Spring 2022
5	Playground surface - lower school A high quality, hard wearing, slip resistant surface that requires little to no maintenance.	Trip hazards will be removed, the old astro turf will be removed as this becomes very slippery in winter. Children will have a safer and more maintain space to play and learn	EJ/ DC	Summer 2022
6	Y3 classroom entrance	More accessible for all pupils and parents. Cloakroom spaces will be bigger	EJ/ DC	Summer 2023
7	First aid space moved	The new space will allow pupils to be supported and observed	EJ/ DC	Summer 2023
8	Steps into Y1 classroom	All pupils will be able to access the classroom space	EJ/ DC	Autumn 2024

Improving the curriculum access

	What we are doing	What will it mean for students	Who is responsible for achieving it	When it will be achieved
1	To ensure all visits and trips are accessible to all pupils	All pupils are able to access all school trips and take part in a range of activities	Educational Visits Co-ordinator LB - SENCo	Ongoing
2	To ensure the PE curriculum is accessible to all pupils	All pupils have access to PE and are able to excel, for example via support from an adult	LB - SENCO PE Leader	Autumn 2022 Annually/ new pupils/ new needs
3	To ensure children with a disability can take part equally in lunchtime and after school activities	Pupils with disabilities are able to participate equally in extra- curricular activities	LB - SENCO PE Leader Staff running clubs	Ongoing
4	To maintain effective communication and engagement with parents	Parents/carers are fully informed about progress and engage with their child's learning. Home and school working together to support individual targets and needs.	LB -SENCO Class teachers	Termly
5	To increase access to the curriculum for all pupils by the effective use of resources and specialist equipment	Positive impact on pupil progress and barriers to learning are removed	LB - SENCo	Ongoing

6	<p>To adapt the curriculum to meet the needs of individual learners:</p> <ul style="list-style-type: none"> ● Provide additional Pastoral support ● Adapt the timetable if required adaptations ● Provide Individual physiotherapy/OT programmes ● Deliver Speech and Language Therapy programmes ● Use access arrangements for Key Stage tests 	All pupils are able to access learning and are making appropriate progress	<p>LB - SENCO DS - Assistant Head</p> <p>Class teachers</p>	Ongoing
---	--	--	---	---------

Access to information

	What we are doing	What will it mean for students	Who is responsible for achieving it	When it will be achieved
1	<p>To understanding the needs of pupils and ensuring information is available in relevant formats:</p> <ul style="list-style-type: none"> -large print -pictorial or symbolic representations -coloured paper -print outs of work on IWB 	Pupils have access to curriculum information and all other school information in a format that meets their needs	All staff	Ongoing
2	To ensure availability of written materials are available in alternative formats for parents/carers	All parents/carers will be up to date and well informed of school information	Head of school SLT Office staff	Ongoing

Action Plan - Secondary Phase

	What we are doing	What will it mean for students	Who is responsible for achieving it	When it will be achieved
	Outside learning space for the A Team nurture building	Pupils with SEND are able to access the wider curriculum and have continual opportunities to access outside space all of the time.	CWh/DC/EJ	Autumn 2022
	New Block toilets will be reconfigured to a gender neutral block	This is a more inclusive approach for those students that identify as non-binary or transgender	EJ/DC	Autumn 2022
	New curriculum office space being reconfigured	SLT will be present across each building and they will be more easily accessed	EJ/DC	Autumn 2022

Improving the curriculum access

	What we are doing	What will it mean for students	Who is responsible for achieving it	When it will be achieved
1	To ensure all educational visits and off-site trips are accessible to all students	All students are able to access all educational visits and off-site trips and take part in a range of activities	Educational Visits Co-ordinator Subject Teachers	Ongoing
2	To ensure the PE curriculum is accessible to all pupils	All students have access to fully comprehensive PE curriculum	AHT - Curriculum PE Subject teachers	Ongoing
3	To ensure students with a disability can take part in a range of extracurricular activities	Students with disabilities are able to participate equally in extracurricular activities	Club Leader (Staff)	Ongoing
4	To maintain effective communication and engagement with parents	Parents/carers are fully informed about progress and engage with their child's learning. Home and school work together to support individual needs	Head of House Form Tutor Subject Lead Faculty Lead Head of Student Support SEN Department	Termly (minimum)
5	To increase access to the curriculum for all students by the effective use of resources and specialist equipment	Positive impact on student's progress and barriers to learning are removed	SEN-D Department Subject Teachers AHT - Curriculum Subject Teachers Faculty Leaders Subject Leaders	Ongoing
6	To adapt the curriculum to meet the needs of individual learners:	All students are able to access learning	SEN-D Department Subject Teachers	Ongoing

	<ul style="list-style-type: none"> ● Provide additional Pastoral support ● Timetable adaptations ● Deliver Speech and Language Therapy programmes (external professional) ● Use access arrangements for exams, in-class assessments and extended pieces of writing if the student qualifies 	and are making appropriate progress in line with their starting point	Exams Officer AHT - Curriculum	
--	---	---	-----------------------------------	--

Access to information

	What we are doing	What will it mean for students	Who is responsible for achieving it	When it will be achieved
1	To understanding the needs of pupils and ensuring information is available in relevant formats: -large print -pictorial or symbolic representations -coloured paper -print outs of work	Students have access to curriculum information and all other school information in a format that meets their needs	All staff	Ongoing
2	To ensure availability of written materials in alternative formats for parents/carers	All parents/carers will be up to date and well informed in regard to ATS information	Senior Leadership Team	Ongoing