



Diocese of Norwich
St Benet's
Multi Academy Trust



Tacolneston and Morley CE Primary Academies Federation

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:	June 2023
Review Date:	June 2026
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 academies 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 2023
		Person responsible updated in line with DoNESC Team roles	Mar 2023

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 Head Teacher. The 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 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 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 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 Head teacher, 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, parent/carer or colleague.
- 3.6. The Head teacher will ensure that staff members are aware of individual pupils’ disabilities or medical conditions where necessary.
- 3.7. During a new pupil’s induction at Tacolneston CE Primary Academy *or* Morley CE Primary Academy, [HEREAFTER REFERRED TO AS The Academy] the Head teacher will establish whether the pupil has any disabilities or medical conditions which the academy should be aware of.
- 3.8. The Head teacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils/students with disabilities are experienced.
- 3.9. The Head teacher, 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 (SENCO) will work closely with the Head teacher 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 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 with disabilities to take advantage of the facilities and education on offer
 - To improve the availability and delivery of written information to pupils, 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 June 2026.
- 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 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. 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 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 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. The 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. The Academy will act in accordance with the Admissions Policy.
- 6.2. The academy will apply the same entry criteria to all pupils and potential pupils.
- 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 at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the academy.

- 6.5. All pupils, 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 pupils with Education Health and Care plans (EHCPs), 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. 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 to feel secure and make progress.
- 7.4. Class teachers and the SENCO will work together to adapt a pupil's Individual Learning Plan (ILP) or Reasonable Adjustments Plan (RAP), 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 with disabilities to participate in lessons.
- 7.6. Where areas of the curriculum present particular challenges for a pupil, 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 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 as 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. The 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 The Academy to which pupils 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 a three-year basis or when new legislation/guidance concerning equality and disability is published.
- 9.2. The LGB and Head teacher 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.



Tacolneston and Morley CE Primary Academies Federation

ACCESSIBILITY PLAN

2023-2026

The purpose of an accessibility plan is to show how our school intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils can take full advantage of their education and reach their full potential.

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 academies on our websites, here <https://tacolneston.norfolk.sch.uk/> or here <https://morley.norfolk.sch.uk> .

A full index of our federation policies can be accessed here <https://tacolnestonandmorleyfederation.co.uk/federation-policies/> .

5 What we have in place to make our academy accessible

Themes	What we are doing well	What our school community tell us
Relationships	We are two small, friendly Church of England schools with strong links to our churches and the local communities. We are proud of our reputation for providing a good quality education within a caring Christian environment. Our schools provide a wide range of experiences for all children so that everyone can have success and enjoy coming to school. We aim to encourage a love of learning from an early age, delivering an exciting curriculum. Our children work within high behavioural expectations as we believe that is an essential foundation for effective learning. All aspects of school life are underpinned by a set of Christian values which are explicitly taught. We teach children to value themselves, others, their community and the environment, thinking ahead to our children’s place in the communities of the future.	<p><i>‘We love our child going to school at Morley and are proud to say they attend. We are happy with how supportive, kind and nurturing all staff are to our child.’- Parent Survey July 2023</i></p> <p><i>‘My child has received the nurturing care and encouragement needed for him to settle, make progress and thrive in his environment.’ – Parent Survey July 2023</i></p> <p><i>‘As a parent of a child with disabilities, I usually wonder how other children are with my child and hope that they are being kind. It is safe to say that I no longer need to worry on that front because, as a school, you should all be so proud of your children and staff. At the Y6 Kindness event I was amazed how much time a group gave up to help my child by giving him encouragement and really made them part of what they were doing.’ - Parent Feedback</i></p>

		<p><i>'We want to congratulate you and your staff on the way you have accepted our grandchild into the school, we can certainly see a development in their behaviour and understanding, but the real joy is in how the other children have behaved with them, this is a real testament to the attitude of inclusion you have built within the school.'</i> - Feedback from a grandparent</p> <p><i>'Parents are really listened to and systems are put into place to help fix problems rather than nodding, saying yes and nothing happens. That is a massive plus here.'</i> - Parent comment</p> <p><i>'The school, staff, pupils and parents embrace diversity. The teachers are welcoming, professional and willing to help at all times.'</i> – Parent Survey July 2023</p>
Training	<p>We build our training around what the staff need to be able to do to meet the needs of our learners. We utilise links with other professionals and outside agencies, including St Benet's MAT, to make sure that we receive high quality training that is good value for money and has a positive impact on our pupils.</p>	<p><i>'The twilight that we had on Sensory teaching was hugely helpful and I took a lot away from the training. The trainer had proper tips that work based on her teaching experience. The maths training we had with the maths lead was fantastic and also supported my role.'</i> – Support staff comment</p>
Environment	<p>There is good use of space, both inside and outside where children have access to different resources to help the development key relationships with peers and staff to be able to grow and develop. We have reduced sensory overload in classrooms by making small tweaks to displays, the addition of soft furnishings to reduce noise levels and</p> <p>They EYFS outdoor learning areas offer lots of potential for children to extend their learning beyond the classroom in a safe and enabling environment. There is a wide range of play equipment for KS1 and KS2 to use, which offers choice.</p> <p>Adaptations have been made to the equipment, school grounds and the school building to make sure that pupils can access the environment safely. All classrooms have a range of resources suited to the children's needs.</p>	<p><i>'The classrooms have an inclusive approach, using images and written displays to show the day's timetable. Display boards are tactile, with hessian backs and a good balanced display of information / work suited to all children's needs.'</i> – Parent Governor comment</p> <p><i>'It is reassuring to see an adult on the gate most days for the children's safety and to greet the children.'</i> – Parent Survey July 2023</p>

<p>Curriculum</p>	<p>We recognise that children learn in different ways and need a range of adaptations to thrive. We offer a broad and balanced curriculum to all pupils but where necessary, we offer a bespoke curriculum with personalised learning opportunities which is tracked using PIVATS to identify next steps for learning. We have reduced the number of interventions used to minimise the need to take pupils out of class and to maximise access to the curriculum.</p> <p>There are multiple opportunities for the children to attend different clubs and is also a provision at lunchtimes for those which find unstructured times difficult to manage.</p> <p>Our PE curriculum includes a wider range of sports and all pupils take part in sports for pupils with disabilities.</p>	<p><i>'I appreciate how the curriculum has been adapted so that my child can access it at their level.'</i> – Parent comment</p> <p><i>'Good use of spaces around the school to breakout in to different groups for RWI - impressive organisation and transition into groups from all classes.'</i> Governor feedback May 2023</p>
<p>Transitions</p>	<p>We work closely with pre-school and nursery settings to prepare children for starting primary school. We also regularly liaise with the network with staff from receiving schools when pupils move on. Contacts from outside agencies are utilised to help with specific arrangements for our pupils.</p>	<p><i>'The academies are working very closely with various outside agencies to provide timely and appropriate support for various children.'</i> SEND Link Governor</p>

Action Plan

	What we need to improve	How we will do this	What it will mean for our pupils	Who is responsible for achieving it	When it will be achieved
Relationships	We need to ensure that parents/carers are communicated with using their preferred means of communication so that all information on their child's needs can be effectively shared.	<ul style="list-style-type: none"> Parents/carers to be asked specifically at the beginning of the academic year to ask how they would like to be communicated with about their child's needs. Options will include: Electronically via email or texts, telephone, face to face or online meetings. 	Focusing on how we give information	SENCO Class teachers Support Staff Office Staff	By the end September Or By the end of the first week of the pupil joining our school if joining mid-year
	The website(s) are accessible with a mixture of information given in a variety of formats which can found easily.	<ul style="list-style-type: none"> Carry out research into what a good website looks like by looking around at other schools. SLT work with the wider staff, parents and Governors to find out what needs to be improved to make it more accessible. Seek support from website building companies on how to improve our existing site or look to changing web design. Subject leaders to consider how information should be presented in an accessible format with time allocated to work alongside web designer. Allocate website responsibility to a particular member of staff Launch website to families at a planned event. 	Focusing on how we give information	Office Staff SLT Head Teacher Teachers	Spring Term 2025

	Ensure that we are responsive to the views and voices of our pupils and their families to understand barriers faced and identify effective strategies for inclusion.	<ul style="list-style-type: none"> • Pupils will have regular opportunities to share their own views and opinions and need to feel that these are valued and respected. • Publish and share results from pupil surveys. • Provide feedback to show how we have acted upon pupil views by using the 'You said/We listened' approach on websites and on school newsletters. • Prioritise and embed pupil voice into the Assess/Plan/Do/Review cycle each term. 	Focusing on how use information gathered from pupils	SENCO Class teachers SEND Governor Office Staff	On-going May 2024 On-going Termly
Training	Implement systems for learning from training to be disseminated to the staff team and allow time for changes to become embedded in practice	<ul style="list-style-type: none"> • Use of the Google Shared Drive as a space where key training documents can be shared • Manageable systems of communication for different stakeholders, to ensure key training messages are reinforced eg on weekly bulletins, CPD conversations etc. • Use of St Benet's MAT central team for bespoke advice and support to individuals or groups of staff members • Scheduled staff meetings time for regular review of training and the impact this has had • Use of staff voice to inform strategic planning against training requirements 	Focusing on how staff training impacts pupil's access to learning	Head Teacher SENCO Class teachers Subject Leads	Timetabled at regular intervals throughout the academic year

Curriculum	<p>Carefully consider our curriculum so that it reflects our pupils and the school community so that pupils have positive role models to aspire to and are ambitious about their futures</p>	<ul style="list-style-type: none"> • Staff will produce 'One Page Profiles' alongside pupils, highlighting own strengths, interests things they want to get better at and things they need help with. These will be displayed on classroom doors and on our school website. • Develop pupil's understanding of special educational needs and disabilities through the use of carefully selected children's books. • Raise the profile of special educational needs and disabilities through the use of displays in our schools which celebrate differences and promote role models and acknowledging national and local awareness days 	<p>Increasing access for pupils with special educational needs and disabilities to the academy curriculum</p>	<p>SENCO Class teachers Subject Leaders Head Teacher Governors</p>	<p>September 2023</p> <p>September 2023</p> <p>December 2023</p>
	<p>Increase accessibility to learning though the use of accessibility functions available when using digital technology.</p>	<ul style="list-style-type: none"> • Staff will receive training on the accessibility functions readily available on all laptops and iPads. • Computing lead will train a group of KS2 pupils as 'Accessibility Champions' who can help to offer support to peers in their classes. • SENCO and Computing lead will disseminate this information to parents so that they can support their children at home. Repeat this workshop as necessary. 	<p>Increasing access for pupils with special educational needs and disabilities to the academy curriculum</p>	<p>SENCO Class teachers Computing Lead Head Teacher Governors Parents</p>	<p>July 2024</p>

Environment	Classrooms give consideration to the auditory and sensory environment as well as the physical environment.	<ul style="list-style-type: none"> Develop a list of classroom environment expectations for staff so that the sensory, emotional and physical impact on pupils with SEND is taken into consideration. This will include visual timetables, the height that information displayed, lighting, how text is presented on screen, neutral hessian backgrounds on displays, removal of washing lines etc. 	Improving access to the physical environment of the school	SENCO Head Teacher SEND Trust and Improvement Lead SEND Governor	Dec 2023
	Make car parking safer and accessible for disabled users	<ul style="list-style-type: none"> Make sure there are adequate designated car parking spaces for disabled users at both schools and that these are located close to the school building. Label these spaces with clearly visible signage. Monitor the use of these spaces. 	Improving access to the physical environment of the school	SENCO Head Teacher Caretaker H&S MAT Lead Governors	July 2024
	Disabled toilet facilities are clean, safe and use friendly	<ul style="list-style-type: none"> Make sure light switches are accessible or on a sensor. Appropriate facilities will be available for nappy changing. Toilet seats are suitable for all users. The facilities are kept clean and clutter free. 	Improving access to the physical environment of the school	Caretaker/Cleaner SENCO H&S MAT Lead H&S Governor	December 2023
Transitions	All stakeholders need a shared understanding and agreement of transition processes to and from our schools.	<ul style="list-style-type: none"> Develop a flowchart which documents our transition process clearly. Publish this on our school websites and provide copies to new parents. 	Focusing on how we give information	SENCO Head Teacher EYFS and Y6 Teachers Office Staff	April 2024

	<p>Ensure that transitions for new pupils to our schools are well planned and managed so that they feel welcome and prepared.</p>	<ul style="list-style-type: none"> • Develop a 'Welcome Pack for Pupils' which may include photos of staff and the school environment, social stories and information gathering activity sheets. • Talk to pupils who have experienced a mid-year transfer and find out what information they would have found useful. • In conjunction with this, develop a 'SEND Welcome Pack for Parents/carers' which may include FAQs, parent questionnaire, welcome letter, relevant literature and contacts to support parents etc. • Ask Focus Groups of pupils and parents to evaluate the packs. 	<p>Focusing on how we provide information to people new to our schools</p>	<p>SENCO Head Teacher Pupils Parents</p>	<p>September 2024</p>
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