Keystone Academy Trust

Accessibility Plan

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Statement of intent

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The purpose of this plan is to show how our Keystone Academy Trust intends, over time, to increase the accessibility of our schools for disabled pupils and stakeholders.

1. Legal Background

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. In particular, it works in only one direction – that is to say, it protects disabled people but not 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 regime for children with special educational needs.

2. 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, 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.

3. 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 the proposals of the Keystone Academy Trust's Governing Body, 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 and reviewed and revised as necessary, but at least every three years.

4. Working in collaboration with our school communities

The 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. Each school in our Trust aims 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. Our 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 each school's continued communication with pupils, parents, carers and other stakeholders, our Academy Trust will continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

5. The Current range of disabilities within our Academy Trust

The 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
- 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

6. 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 children. 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 communities is kept up to date. All our schools 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 child's needs within mixed ability, inclusive classes.

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

7. Contextual Information

At Long Sutton Primary School, the majority of our school site and building is accessible for anyone who has a disability since it is a single storey building. All doorways are wide enough for wheelchair access and any raised door entrances are painted yellow so that they are easily seen by anyone with a visual impairment. We have two disabled parking spaces in our car park by the main school entrance for any of our stakeholders who may need to use them. We also have 3 disabled toilets which can be accessed by stakeholders – one in the Foundation Stage, one inside the reception area and one on the UKS2 corridor. All these are fitted with a handrail. Two of these have emergency pull cords. One of the disabled toilets also has a shower and changing bed.

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.

8. **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 children with a range of SEND.	Review the needs of children and provide training for staff as needed.	Staff are able to enable all children 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 Pupil Profiles 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	Regularly audit accessibility of school buildings and grounds with advice from relevant professionals (e.g. Sensory Education Support Team, Teacher of the	Modifications will be made to the school building to improve access.	Ongoing	SENCo	

environment for all.	visually impaired, occupational therapist). Suggest actions and implement as budget allows.				
Improving the delivery of written 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 Pupil Profiles.	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.	School website is available in a variety of languages; key information is translated and tools available to pupils during the school day.	Ongoing	Person responsible for EAL	
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. Communicate in Print and Makaton Sign language.	Pupils can access the curriculum and meet their potential using alternative forms of communication.	Ongoing	SENCo	