



Holy Cross Federation Schools



The Diocese of Ely Multi Academy Trust

Accessibility Policy for the Holy Cross Federation Schools 2016-2019

It is intended that this Policy is maintained as a live working document which will be continuously amended, updated to reflect health and safety legislative requirements and health and safety issues relevant to both Runcton Holme and Wormegay Church of England Primary Schools (Holy Cross Federation Schools).

This statement relates to those aspects over which the Local Governing Body (LGB) and the Diocese of Ely Multi Academy Trust (DEMAT) have control and relate to management of the school's premises.

By implementing such a policy the Local Governing Body intends to:

- Ensure the school has an environment which is healthy and safe.
- Develop performance standards for the organisation of health and safety management and the control of risks;
- Establish a framework for carrying out assessments through competent persons;
- Establish a programme for carrying out inspections of the school for the control of risks.

The LGB aims to ensure that the School premises are fit to teach in, by provision of adequate management for the funding, maintenance, and review for the upkeep of the fabric of the School.

Implementation at Runcton Holme and Wormegay Church of England Primary Schools.

The organisation for the implementation of this policy is outlined below.

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

At both schools, we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The school plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

The Accessibility Plan will contain relevant actions to:

- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

The School Brochure will make reference to this Accessibility Plan.

The School's complaints procedure covers the Accessibility Plan.

The Plan will be monitored through the Teaching and Learning and Resources committees of the LGB.

The Plan may be monitored by Ofsted as part of their inspection cycle.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Approved by the Governing Body Signed _____
Date _____

CONTEXT

Wormegay School is mostly Victorian, with modern extensions at the rear for a kitchen and. The ground floor contains one large and one small classroom and a small library, with an outside covered play area, and a Reception room, and a staff kitchen. There is a step down to the front door, otherwise all areas are flat and wheel-chair accessible; there is a fully-equipped disabled toilet and shower with emergency cord pull. Upstairs, via fairly narrow stairs, is the Headteacher's office and a small meeting-room used by children only under supervision. There are multiple emergency exits, all signed. Outside is a paved playground and a further grassed area, all level with the school floor-level and securely fenced against unauthorised access.

Runcton Holme School is originally Victorian, with a hall, two classrooms, library, kitchen, Reception and Headteacher's office. There is a modern extension to the rear with a wide circulation area and containing one large classroom with an outside covered play area and children's cloakroom facilities; there is a fully-equipped disabled toilet and shower with emergency cord pull. All areas are wheel-chair accessible. Upstairs is a staffroom and staff kitchen and a small meeting-room used by children only under supervision. There are multiple emergency exits, all signed. Outside is a paved playground and a further grassed area, all level with the school floor-level and securely fenced against unauthorised access.

In both schools, most pupils have English as their first language.

Both schools are inspected termly by the Headteacher and a Governor. Both schools conduct regular fire evacuation practices observed by a Governor.

ACTION PLAN 2016-2019

Improving access to the curriculum

Target	Strategies	Time-scale	Responsible	Success Criteria
All staff are confident in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	On-going and as required	SENCO	Raised confidence of support staff
All staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	On-going and as required	SENCO	All staff aware of individuals' needs
ICT software used to support learning	Make sure software installed where needed	On-going and as required	ICT Co-ordinator	Wider use of SEN resources in classrooms
All educational visits to be accessible to all pupils	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	On-going and as required	HT/EVC	All pupils in school are able to access all educational visits and take part in a range of activities
PE curriculum to be accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	On-going and as required By Dec 2017	PE Co-ordinator	All pupils to have access to PE and be able to excel

Increasing access to the physical environment

Target	Strategies	Time-scale	Responsible	Success Criteria
The school is aware of and addresses the access needs of disabled pupils, staff, governors, parent/carers and visitors	Through discussions find out the access needs of parents and carers	Induction and on-going if required	SENCO	IEPs in place for disabled pupils and all staff aware of pupils' needs
	Create access plans for individual disabled pupils as part of the Healthcare Plan process when required	On-going and as required when new pupils join the school	HT	All staff, pupils and parents feel confident their needs are met
	Be aware of staff, pupils' and parents' access needs	Induction and on-going if required	HT	Parents and carers have full access to all school activities
	Consider access needs during recruitment process	Recruitment process	HT	Access issues do not influence recruitment and retention issues
Layout of school allows access for all stakeholders to all areas, especially Reception and outside areas	Consider needs of disabled pupils, parents and carers or visitors	As required	HT, Governors, Site manager	Regular Premises inspections by HT, Governors
Signage clear for visually or physically impaired people	Review and amend signage annually	As required and annually	HT, Site Manager	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated in emergency	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties	At start of year, and as required	HT, SENCO	All disabled pupils and staff working alongside are, and feel, safe in the event of an emergency
	Develop a system to ensure all staff are aware of their responsibilities	Fire evacuation practices	HT, SENCO	
All fire escape routes are suitable for all staff and pupils	All areas of school to have wheelchair access (currently not Wormegay front door)	On-going and as appropriate	DEMAT	All disabled staff, pupils and visitors able to have safe independent egress
	Egress routes visual check	Weekly	Site Manager	
Ensure accessibility to IT and other equipment by all staff and pupils	Alternative equipment in place to ensure access to all hardware	On-going and as required	ICT Co-ordinator	Hardware and software available to meet the needs of staff and children as

				appropriate
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Improving the delivery of written information

Targets	Strategies	Time-scale	Responsible	Success Criteria
Information for parents/carers is accessible	Provide information and letters in clear print in "simple" English	Induction and on-going	HT, KS1 staff, Office	All parents receive information in a form that they can access
Website and all documents accessible via the school website can be accessed by the visually impaired	School office will support and help parents to access information and complete school forms	Ongoing	HT, Office Website maintainer	All parents and pupils understand school information
Delivery of information in writing is in an appropriate format or language	Provide suitably enlarged, clear print for pupils with a visual impairment on request	As required	Office	Pupils understand information given
All staff are aware of guidance on accessible formats	Guidance to staff on visual stress etc and accessible information	On-going	SENCO	Staff can produce their own appropriate information
Annual review information to be as accessible as possible	Develop more child friendly, child appropriate review formats	by July 2018	SENCO	Staff aware of pupils' preferred method of communication
Information is available in other languages and formats for pupils or prospective pupils who may have difficulty with hearing or language problems	Provision of simple language, symbols, large print etc for prospective pupils or prospective parents and carers	Induction and as required	HT, SENCO, Office	Pupils and/or parents feel supported and included
	Use of Widgets (communication in Print) to supplement school signage	by July 2017	HT, SENCO	All pupils and parents can access information about the school
	Access to translators, sign language interpreters to be considered and offered if appropriate	On-going	Website maintainer	
	Ensure website is fully compliant with requirement for access by person with visual impairment	On-going	Office	

	Ensure Prospectus is available via the school website	Ongoing		
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