

# AYLSHAM LEARNING FEDERATION

## ACCESSIBILITY PLAN

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Ratified by the Governors' Human Resources and      27.09.2022  
Performance Development Committee on:

Signed: \_\_\_\_\_

Chair

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## 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 each 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 Federation aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils and staff across the Federation community without discrimination of any kind.

Currently we provide:

- A broad and balanced curriculum for all our pupils, including those with SEN and disabilities through our SEND policy
- Additional support for pupils with SEN and disabilities through our SEND policy
- Increased awareness in terms of differentiation for those pupils with disabilities
- Ongoing staff training on pupil disability and discrimination
- Support to raise pupils' awareness of disability and discrimination
- Pupils' different formats and associated technology for learning and examinations
- A building at each school which allows ease of access to all floors for pupils

The plan for each school will be made available online on each school website, and paper copies are available upon request.

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

The Federation supports any available partnerships to develop and implement the plan.

Our Federation's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in each school, this procedure sets out the process for raising these concerns.

We have included and considered a range of stakeholders in the development of this accessibility plan, including pupils, parents/carers, staff, visitors and governors of the Federation.

## 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

### **3. Monitoring arrangements**

This document will be reviewed every 3 years by the Director of Business and Community Strategy, but may be reviewed and updated more frequently if necessary.

An accessibility audit will be carried out on an annual basis by the Director of Business and Community Strategy and the Premises Manager and reported to the human resources and performance development committee. Any recommendations will be implemented into the accessibility plan at this time.

The accessibility plan will be approved by the human resources and performance development committee.

### **4. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives policy (public sector equality duty) statement for publication
- SEND policy
- Special educational needs (SEN) information report
- Medical conditions policy

## 5. Aylsham High School Accessibility Plan 2022-25

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 students with a disability	<p>Our school offers a differentiated curriculum for all students</p> <p>We use resources tailored to the needs of students who require support to access the curriculum</p> <p>Curriculum resources include student specific nurture building, adjustable height desks purchased for technology, catering and science departments, hoist for pool</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p>	Curriculum offer at key stage 4 is tailored towards the needs of students with a disability	<p>To continue to monitor and review the offer and make recommendations</p> <p>Cost offer and model into budgets going forward</p>	<p>Deputy Head (KG) Lead Practitioner (DS)</p> <p>Head of Finance</p>	Sept 22 onwards	A continuing wide offer available at key stage 4 for pupils with disabilities and an out looking approach for further opportunities

	The curriculum is reviewed to ensure it meets the needs of all pupils.					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of students, staff and visitors as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Ramps(where practicable)</li> <li>• Lifts to the main building and Wintle building</li> <li>• Corridor width</li> <li>• Disabled parking</li> <li>• Disabled toilets and changing facilities in the main buildings, sports hall and swimming pool</li> <li>• Hoist in the swimming pool</li> <li>• Evac chairs in Wintle and main building</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Gender neutral toilets and changing facilities</li> </ul>	<p>Premises condition report and 5 year premises management plan, incorporating any accessibility issues on an ongoing basis</p> <p>Ramp access between main building and studio 54, leading to Bure Valley Car Park.</p> <p>Improved mobility access into the swimming pool for students and the community</p> <p>Offer of reduced mobility sessions for community swimming</p>	<p>Report has been completed, review in line with the 5 year premises plan</p> <p>Feasibility and costing to be carried out. Work to be carried out as part of next stage building programme.</p> <p>Investigation into suitable equipment other than the hoist, exploration of funding and procurement of equipment</p> <p>Explore suitable courses and timetable sessions</p>	<p>Premises Manager</p> <p>Director of Business and Community Strategy.</p> <p>Aylsham Sports Hub Manager</p> <p>Aylsham Sports Hub Manager</p>	<p>June 23</p> <p>Sept 24</p> <p>Sept 23</p> <p>Jan 23</p>	<p>Plan in place, highlighting any areas where improvements regarding accessibility need to be made</p> <p>Ramp installed and being used</p> <p>Equipment in place and students and community accessing swimming sessions (although hoist currently available)</p> <p>Sessions being offered and accessed</p>



	<ul style="list-style-type: none"><li>• EAL Coordinator in post</li><li>• PEEPS(personal Emergency Action Plans) both pupils and staff</li></ul>					
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## 6. Bure Valley School Accessibility Plan 2022 – 2025

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010

Aim	Current practice	Objectives	Actions to be taken	Person(s) responsible	Date to complete actions by	Success criteria
To increase the extent to which disabled pupils can participate in the curriculum.	<p>School offers a differentiated and inclusive curriculum for all pupils</p> <p>Where appropriate, effective curriculum resources are provided to help cater for the specific needs of the learner with a defined disability</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Appropriate targets are set for all pupils with additional learning needs as part of their personal</p>	Curriculum offer at KS2 tailored to the needs of all pupils, including those with a disability	Review curriculum offer and make recommendations.	<p>Deputy Head (AHS- KG)</p> <p>Headteacher</p> <p>SENDCO</p> <p>Head of Finance</p>	Sept 2022 onwards	Curriculum offer is inclusive for the benefit of all pupils, including those with a disability



	<p>Learning Support Plan (LSP)</p> <p>Curriculum is reviewed to ensure it adequately meets the needs of all pupils</p>					
<p>To improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided</p>	<p>School environment is adapted to the needs of the pupils, staff and visitors as required</p> <p>This includes but is not limited to:</p> <p>Ramps where practical;</p> <p>Corridor width;</p> <p>Disabled parking bays;</p> <p>Unisex, disabled toilets, showers and changing facilities;</p> <p>Personal Emergency Evacuation plans (PEEPs) for all</p>	<p>Accessibility audit.</p> <p>Premises condition report, with five-year premises management plan (to incorporate accessibility planning).</p>	<p>Conduct accessibility audit.</p> <p>Commission premises report and update five-year premises plan.</p>	<p>Premises manager</p> <p>Director of Business and Community Strategy</p> <p>Health &amp; Safety Lead</p> <p>Headteacher, SENDCO and link governor.</p>	<p>Sept 2022 onwards.</p>	<p>Accessibility audit feeds into premises development plan – highlighting where accessibility improvements can be made.</p>

	<p>disabled pupils, staff &amp; visitors;</p> <p>Evac. Chairs;</p> <p>Low level, wheel chair accessible library shelving;</p> <p>Furniture reconfiguration (as appropriate).</p>					
<p>To improve the availability of accessible information to disabled pupils and parents &amp; carers of disabled pupils</p>	<p>School uses a range of communication methods to ensure information is and resources are accessible.</p> <p>This includes but is not limited to:</p> <p>Internal signage;</p> <p>Large print resources;</p> <p>Differentiated resources (specific to the needs of the individual);</p> <p>Electronic aids;</p> <p>IT software;</p> <p>Braille;</p>	<p>Ensure resources are kept up to date and renewed, as and when technology dictates.</p> <p>Ensure staff training is kept up to date and a professional support network is maintained.</p> <p>Conduct regular audits of communication methods to ensure they are relevant and reflect need.</p>	<p>Keep up to date with research and professional networks.</p> <p>Keep a training record which can be monitored and audited.</p> <p>Audit carried out and reviewed against need - with recommendations.</p>	<p>Deputy Head (AHS –KG)</p> <p>Headteacher, SENDCO and link governor.</p>	<p>Sept 2022 onwards.</p>	<p>Staff remain up to date with best practice, research and professional networking opportunities.</p> <p>A clear record of relevant training is in place.</p> <p>Audit carried out and review document is available.</p>

	Induction loops; Pictorial and/or symbolic representations; Access arrangements; Staff training.					
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## 7. John of Gaunt Infant and Nursery School Accessibility plan 2022 – 2025

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Targets	Strategies	Timescale	Responsibility	Success Criteria	Comments
To improve staff awareness of disability issues	Use SENDCO to train staff  Use trust training programme to upskill staff	Ongoing	SENDCO  Headteacher	Staff will have a greater awareness of disability issues	
To ensure that the school is aware of the access needs of disabled children, staff, governors and parents/carers	To create access plans for individual disabled children as part of the IEP process  To encourage information sharing between home and	Ongoing	SENDCO/Class Teacher  Headteacher	IEP's in place for all disabled children and all staff aware of pupils needs  Parents have full access to all school activities	

	school about individual access needs				
To ensure all disabled children and staff can be safely evacuated	Put in Place Personal Emergency Evacuation plans (PEEPs) for all disabled staff and pupils	When needed	Headteacher	<p>All disabled pupils and staff have a PEEP written for them and all staff are aware of the PEEP</p> <p>All disabled children and staff are safe in the event of a fire</p>	
To ensure appropriate access to computing equipment	Put in alternative equipment to ensure access	When needed	<p>Headteacher</p> <p>Computing subject leader</p> <p>ICT support team</p>	All disable children and staff are able to use computing equipment to either carry out their role or learn to their full potential	
To ensure that any new building is DDA compliant and adheres to building regulations in relation to disabled children or staff	<p>Work with architects to ensure that all areas are accessible by children and adults</p> <p>Ensure that disabled toilets are in place for both children and adults and are an appropriate size</p>	Ongoing throughout the build/refurbishment of school	<p>Headteacher</p> <p>Director of Business and Community Strategy</p>	<p>New Building is building regulation and DDA compliant</p> <p>Disabled children and adults are able to access appropriately sized disabled toilets</p>	

To ensure classroom support staff have specific training on disability issues	Staff access relevant CPD through the trust training programme	Ongoing	SEND Trust Training providers	Support staff feel confident and upskilled	
To ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled children when appropriate  Information sharing with all agencies involved with the child	When needed	SEND	All staff aware of individual children's needs	
To use IT software to support learning	Ensure that software is installed where needed to meet needs	When needed	SEND Computing subject leader	Relevant software is available to meet the needs of individual children to support their learning	
To analyse standards	Analyse progress of children with disabilities and SEN	Ongoing	Headteacher	Progress of children with SEN is tracked and reported to staff and governors	
To ensure that all parents and other members of the school community can access information	Ask parents/carers about their access needs when child is admitted to school  Review all letters home and check for reading age and plain English	When needed	Headteacher  School Office	All parents are receiving information in a format that they can access	

	Provide written information in other formats as necessary e.g. large print, coloured paper, braille, tape				
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