



**North Cotswold Schools Federation - Accessibility Plan and Audit Policy Autumn 2020**

Accessibility Plan and Audit Policy 2020 – (statutory) 3 yearly review	
Date reviewed: 01.12.20	Minute no: FR12.20:9.6
Date approved: 01.12.20	Minute no: FR12.20:9.6
Date for next review: Autumn 2023	
Signed by the Chair of the Finance & Resources Committee:.....	
Print:.....	Date:.....

**Introduction**

Each school associated with The North Cotswold Schools Federation provides an environment underpinned by Christian values where all children can feel safe, loved and valued, and where they can flourish as individuals to fulfil their potential.

**Aim and purpose of the Accessibility Policy**

The aim of this policy is to explain how schools within The North Cotswold Schools Federation welcome children with disabilities and where necessary will make ‘reasonable adjustments’ for pupils. Schools are required under the Equality Act 2010 to have an Accessibility Policy and Action Plan. The purpose of the Action Plan, (see Appendix 1) is to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment.
- Improve the delivery of information to pupils with a disability

Our schools aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Details about each sites access arrangements can be found within the NCSF SEND information report.

Within the North Cotswold Schools Federation, we recognise that society needs to draw on the talents, skills and knowledge of all people, and that every individual has a right to justice and equality of opportunity throughout their lives. We further recognise the inequality which exists within society for individuals and groups, and we are committed to question and counteract all forms of prejudice and discrimination, as it relates to children in school and their questions. Our children are taught that rights do not exist without responsibilities and are encouraged to recognise that they have responsibilities both to the school and to the wider community.

We firmly believe that all members of The North Cotswold Schools Federation are committed to promote the understanding of the principles and practices of equality – treating all members of our schools’ communities as individuals, according to their needs, with an awareness of our diverse society

and appreciating the value of difference. We actively seek to challenge discrimination and we promote an anti-bullying stance which makes clear the unacceptability of racist, disablist and homophobic, biphobic and transphobic bullying and language.

This Policy and Action Plan, is available online on the Federations website, and paper copies are available upon request.

The North Cotswold Schools Federation is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. These are considered in all aspects of their work, such as their teaching and learning, monitoring and assessment, educational visits and trips, and planning homework.

Any available partnerships to develop and help implement this Action Plan are welcomed by the schools.

The North Cotswold Schools Federation Complaints Policy covers the Accessibility Policy and Action Plan. If you have any concerns relating to accessibility in any of our schools, this Policy sets out the process for raising these concerns. However, in the first instance, these concerns should be discussed with the class teacher or raised with the Executive Head.

We have included a range of stakeholders in the development of this Accessibility Policy and Action Plan, including pupils, parents, staff and governors of the Federation.

### **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.

### **Links to other Policies**

This Accessibility Policy and Action Plan is linked to the following policies:

- Health and safety Policy
- Special Educational Needs and Disabilities and Inclusion Policy (SEND)
- Medical Policy
- Intimate Care Policy
- Child Protection and Safeguarding Policy

Equality should permeate all aspects of school life; the responsibility for keeping the issue of equality at a high level of priority at all times and in all areas is that of the equality co-ordinator, the Executive Head.

### **Approval and Review Process**

This policy was presented to Staff and Governors for discussion and approval in the Autumn Term 2020. This policy was approved by Governors at their Finance & Resources committee meeting on 1<sup>st</sup> December 2020.

## Appendix 1

### Action Plan

This Action Plan sets out the aims of our Accessibility Plan in accordance with the Equality Act 2010.

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Review of all teaching aids including library books to see how people are represented. Where necessary look into purchasing teaching aids/books which represent different groups/disability/gender positively. Continuous</p> <p>To continuously review the deployment of Teaching Assistants effectively to support pupils' participation.</p>	<p>Review teaching aids/books.</p> <p>Review needs of pupils within each class and staff accordingly. Ensure staff skills are matched to pupil needs</p>	<p>Class/Subject Leaders</p> <p>Monitored by ExHT/SLT and SENDCo All pupils are supported to achieve their full potential</p>	<p>Continuous</p> <p>Continuous</p>	<p>Pupils needs are appropriately met through effective deployment of skilled support staff</p>
Improve and maintain access to the physical environment.	<p>When repainting classrooms - consultation with visually impaired organisation regarding colours etc.</p> <p>Classroom equipment is accessible to all children</p>	Contact impaired organization.	SL/Administration	Ongoing	

regardless of their needs, and where additional needs are identified (visually impairment) further advice is sought.

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<p>Improve the delivery of information to pupils with a disability</p>	<p>Audit staffs knowledge and if necessary, develop a CPD programme to ensure staff know how to identify the needs of pupils with disabilities and strategies to support them</p> <p>Consider if the Federation should have an 'Inclusion Statement' and if so, should it be incorporated in all policies as they are reviewed?</p> <p>If an 'Inclusion Statement is developed, should it be visual in all parts of the schools?</p> <p>Ensure all out-of-school activities are planned to include the participation of the whole range of pupils, which will increase access to an appropriate curriculum for all pupils</p>	<p>If a need is identified for staff (Performance Management) Guest speakers, school nurse, link professionals, inset are organized.</p> <p>Possibly include the 'Inclusion Statement in all Policy reviews.</p> <p>Possible need to arrange for the 'Inclusion Statement' to be copied and displayed widely</p> <p>Review all out-of-school provision to ensure compliance with legislation All out-of-school activities will be conducted in an inclusive environment and if outside providers are used they will comply with all current and future legislative requirements.</p>	<p>Monitored by ExHT/SL and SENDCo</p> <p>All staff and Governors</p> <p>SL</p> <p>Monitored by ExHT/SL</p>	<p>Continuous</p> <p>On-going with policy review cycle</p> <p>??</p> <p>??</p>	<p>All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum</p> <p>Increased access to an appropriate curriculum for all pupils</p> <p>All out-of-school activities will be conducted in an inclusive environment and if outside providers are used they will comply with all current and future legislative requirements</p>
Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria

	<p>Ensure classrooms are optimally organised to promote the participation and independence and equal access/opportunities of all pupils</p> <p>Training for Governors in terms of Raising Awareness of Disability/ accessibility Issues</p>	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms.</p> <p>Provide training for governors. Whole school community will benefit by a more inclusive school and social environment</p>	<p>Monitored by ExHT /SL</p> <p>Chair of Governors</p>	<p>Continuous</p> <p>??</p>	<p>More time available for pupils to participate in curriculum</p> <p>Society will benefit by a more inclusive school and social environment</p>
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