



Leybourne Ss Peter and Paul CEP Academy

ACCESSIBILITY PLAN

An accessibility audit was carried out on 19th January 2022 by EA Audits with the intention of developing a new accessibility plan. This will be published when we have evaluated the findings of the audit.

Approval Arrangements

All statutory policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will

1. set a full Trust wide policy,
2. set a 'policy principles' document (a framework within which Headteachers develop a full and appropriately customised policy),
3. or delegate to Headteachers or LGBs the power to develop their own policy.

This is a Level 3 Policy against the Trust Governance Plan.

Review Body:	LGB
Approved:	February 2020
Next review:	February 2021
Review Period:	1 year

This plan was approved by the LGB for implementation on the date above and supercedes any previous accessibility plan.

“Those who trust in the Lord will find new strength. They will soar high on wings like eagles.”
Isaiah 40:31

At Leybourne Ss Peter and Paul CEP Academy, we aim to nurture the spark of God within each member of our community. We provide our pupils with high quality learning opportunities, that allow us all to achieve our full potential in all we do, and to grow into well-rounded citizens of the world. Through embodying our Core Christian Values of Love, Trust, Compassion and Respect in everything we do, we aim to build a safe and joyful community with God.

We work hard to ensure that we recognise and celebrate the uniqueness of each individual and seek to eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act (2010).

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled students;
- b) improve the physical environment of the school to increase access for disabled students; and
- c) make written information more accessible to disabled students by providing information in a range of different ways.

A person has a disability if they have a **physical or mental impairment** that has a **substantial and long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

The Accessibility Plan will be published on the school website.

Objectives

Our school is committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parents' and child's rights to confidentiality. The school's Accessibility Plan shows how access is to be improved for disabled students, staff and visitors to the school and anticipating the need to make reasonable adjustments to accommodate their needs where possible.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for students with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that students with a disability are as equally prepared for life as the able-bodied students; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the academy, adding specialist facilities as necessary – this covers improvements to the physical environment of the academy and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to students, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about

the academy and its events; the information should be made available in various preferred formats within a reasonable timeframe.

- The school's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The school's accessibility plan should be resourced, implemented, reviewed and revised as necessary and reported on annually.

Attached is a set of action plans showing how the school will address the priorities identified in the plan. The priorities and actions for the Accessibility Plan for our school were identified by:

- Headteacher
- Inclusions Manager
- School Business Manager
- The Local Governing Body

Appendix A: Accessibility Plan Actions

Improving access to the physical environment

Targets	Actions	Timescale	Responsibility	Outcomes
School staff are aware of the access needs of disabled children.	Create access plans for individual disabled children	On-going	Inclusions Manager	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.
All building work in line with Accessibility guidance.		As required	School Business Manager	On-going improvements in access to all areas when undertaking routine and maintenance works.
Ensure that all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plans for all children Develop a system to ensure all staff are aware of their responsibilities	As required	Inclusions Manager	All disabled children and staff working with them are safe and confident in event of fire.

Improving access to the curriculum

Targets	Actions	Timescale	Responsibilities	Outcomes
Ensure Teachers and TAs have access to specific training on SEND issues.	Teacher and TA training provided on key subjects raised by them and the school	Ongoing	SLT	Raised confidence and impact of Teachers and TAs
Ensure all school trips are accessible to all.	Follow guidance for staff on making trips accessible	As required	SBM/Inclusions Manager	All children in school able to access all school trips and take part in range of activities.
Review all curriculum areas to include disability issues.	a) Include specific reference to disability equality in all curriculum reviews	By June 2020 following	SLT/PSHE subject leader	Inclusion of disability issues into all curriculum areas.

	b) Develop PSHE and Citizenship curriculum to address disability equality issues	curriculum reviews		
Ensure all staff have undertaken equality duty training.		September 2020	HT	All staff work from a equality perspective.

Improving access to information

Targets	Actions	Timescale	Responsibilities	Success criteria
Review information to parents/carers to ensure it is accessible.	a) Ask parents/carers about access needs when child is admitted to school b) Review all letters home to check Plain English c) Produce newsletter in alternative formats e.g. large print, Braille as required	Annually Ongoing	Headteacher/Office staff/ Inclusions Manager	All parents getting information in format that they can access e.g. tape, large print, Braille.