



# Accessibility Planning Objectives 2023-2026



The Stour Federation

## 1. AIMS

Schools in The Stour Federation Multi Academy Trust are required under the Equality Act (2010) to have an accessibility plan. The purpose of the plan is to:

- Improve the **physical environment** of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Increase the extent to which pupils with disabilities can participate in the **curriculum**.
- Improve the availability of accessible **information** to pupils with disabilities.

The Stour Federation is committed to treating everyone in our school communities fairly and with respect. This involves providing access and opportunities for all pupils, staff, parents, governors and visitors without discrimination of any kind. We aim to reduce and eliminate barriers for access to the curriculum, the site and relevant information to ensure full participation in the school community for pupils with a disability.

### Principles

- Comply with the Disability Discrimination Act (1995) (DDA), the Trust's Equalities Policy, and the operation of each school in the Trust's individual SEND policy;
- Each school in the Trust recognises their duty under the DDA (as amended by the SENDCO: not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- Treat disabled pupils equitably.
- Take reasonable steps to avoid putting disabled pupils and members of the whole school community at a substantial disadvantage and publish an Accessibility Plan. In performing their duties, Trust Board directors, governors and staff will have regard to the Disability Rights Commission Code of Practice (2002).
- The Trust recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- Provide a broad and balanced curriculum, with reasonable adjustments made (as appropriate) to meet individual needs which endorses the key principles in the National Curriculum framework, and underpins the development of an inclusive curriculum, setting suitable learning challenges.
- Respond to pupils' diverse learning needs and differences.
- Respond to potential barriers to learning and assessment for individuals and groups of pupils.

The plan will be made available on the schools' websites with paper copies available.

The Trust is committed to ensuring staff are trained in the requirements of the Equality Act (2010), including understanding disability issues.

The schools support any available partnerships to develop and implement the plan.

Each individual school in the Trust has their own complaints procedure which covers the accessibility plan. If you have any concerns relating to accessibility in one of our schools, the complaints procedure sets out the process for raising concerns.

## **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.

The Equality Act (2010) defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice (2014), '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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

## **3 MONITORING ARRANGEMENTS**


The individual plans for each school will be reviewed every 3 years by the Local Academy Council, but may be reviewed and updated more frequently if necessary.

## **4. LINKS WITH OTHER POLICIES**


The accessibility plans are linked to the following individual school policies which can be found on school websites:

- Health and Safety Policy.
- SEND Policy.
- First Aid Policy.
- Administering Medication and Supporting Pupils with Medical Needs Policy
- Trust Equalities Policy.

## Kineton C of E Primary School

	<b>Aim 1:</b> Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.				
	Targets	Approaches	Timescale	Deployment	Results
<b>Short term</b>	Reinstate Music Room to be compliant with access requirements.	<ul style="list-style-type: none"> <li>• New internal doors to be required width</li> <li>• Wheelchair ramp to be renovated to include more gradual slope, wider turn and slip resistant surface.</li> </ul>	Autumn 2023	Headteacher and caretaker in line with contractors.	<ul style="list-style-type: none"> <li>• Easy access for wheelchair users</li> </ul>
<b>Medium term</b>	Ensure KS2 classrooms are appropriately insulated for a child with a hearing impairment.	<ul style="list-style-type: none"> <li>• Work with the hearing impairment service to assess classroom for Years 3 and 4</li> <li>• Arrange necessary sound board installation.</li> </ul>	By autumn 2024	SENCo and IDS hearing impairment team	<ul style="list-style-type: none"> <li>• Children with hearing impairment are able to learn in the KS2 classroom.</li> </ul>
<b>Long term</b>	Develop Forest School provision to meet needs of all children in school, including disabled access.	<ul style="list-style-type: none"> <li>• Purchase resources to support a range of physical needs.</li> <li>• Review access arrangements for wheelchair users.</li> </ul>	2024-25 or earlier as required	Forest school leaders and caretaker	<ul style="list-style-type: none"> <li>• Forest School activities can be accessed by all learners.</li> </ul>

## Kineton C of E Primary School

 <b>Aim 2:</b> Increase the extent to which pupils with disabilities can participate in the curriculum.					
	<b>Targets</b>	<b>Approaches</b>	<b>Timescale</b>	<b>Deployment</b>	<b>Results</b>
<b>Short term</b>	Develop staff knowledge and skills in how to support children with ASC to achieve their potential in writing.	<ul style="list-style-type: none"> <li>Adjust SEND supported subscription to increase ASC support.</li> <li>Advice and staff training from SEND supported.</li> </ul>	2023-2024	SENCO Class teachers SEND Supported	<ul style="list-style-type: none"> <li>Improved writing outcomes for children with ASC diagnosis.</li> </ul>
<b>Medium term</b>	Thrive training for identified staff to enable them to support identified children effectively, making them more settled in class and ready to learn.	<ul style="list-style-type: none"> <li>Training and support from RISE accredited trainers within the MAT.</li> </ul>	2023-24	Thrive trainers Identified TAs to be Thrive trained SENCo	<ul style="list-style-type: none"> <li>Dysregulated children settle more quickly resulting in improved outcomes</li> </ul>
<b>Long term</b>	Develop identified children's use of voice recognition software as an alternative method of recording	<ul style="list-style-type: none"> <li>IT leader to support teachers in use of voice recognition software as an alternative method of recording.</li> </ul>	By summer 2024	Class teachers IT leader	<ul style="list-style-type: none"> <li>Children for whom writing is a barrier are able to demonstrate their learning in both English and foundation subjects through the use of dictation software.</li> </ul>

## Kineton C of E Primary School

Kineton C of E Primary School					
Aim 3: Improve the availability of accessible information to pupils with disabilities.					
	Targets	Approaches	Timescale	Deployment	Results
Short term	To improve children's knowledge of their IEP targets	<ul style="list-style-type: none"> <li>Agree whole school approach to the recording of children's targets e.g. in books / learning logs so they are readily accessible</li> <li>Encourage children to self-review their targets where appropriate and suggest their own next steps</li> <li>Continue to invite children to their IEP meetings</li> </ul>	Termly reviews 2023-24	SENCo SENCo assistant Class teacher Identified TA	<ul style="list-style-type: none"> <li>Increased ownership and buy in by pupils towards their targets</li> <li>Majority of targets met on a timely basis.</li> </ul>
Medium term	Make reasonable adjustments for children with identified needs	<ul style="list-style-type: none"> <li>Offer visual and physical resources where appropriate</li> <li>Use coloured paper rather than white</li> <li>Ensure KS2 staff receive training from the hearing impairment team to ensure strong communication with key children.</li> </ul>	Ongoing and by autumn 2024	Class teacher and TAs SENCo Hearing impairment service	<ul style="list-style-type: none"> <li>All children able to access information in the classroom</li> </ul>
Long term	Improve attendance of key identified groups in school.	<ul style="list-style-type: none"> <li>Undertake regular attendance checks of vulnerable groups, families and identified children</li> <li>Work proactively and positively with families to break down barriers and support the</li> </ul>	2023-25	Headteacher Key Stage leaders Office staff	<ul style="list-style-type: none"> <li>Overall school attendance improved from the current level of 94.1% towards 97% by 2025.</li> </ul>

		improvement of attendance • Join DFE attendance hub and follow advice / good practice			
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