



WIXAMS TREE
PRIMARY ACADEMY

Accessibility Policy

RESPONSIBLE DIRECTOR
Business Manager

RATIFIED BY TRUST
January 2020

REVIEW DATE
January 2023

Contents

| | |
|---------------------------------------|----|
| Our Vision | 3 |
| Our Values | 3 |
| Purpose | 3 |
| Rationale | 4 |
| Section 1: Access to the Curriculum | 4 |
| Section 2: Access to Pastoral Support | 5 |
| Section 3: Site Accessibility | 7 |
| Section 4: Access to Information | 8 |
| Section 5. Action Plan | 10 |

Our Vision

The Knowledge Schools Trust provides our pupils with a rigorous and extensive knowledge-rich education, alongside a deep and lasting respect for the values of a modern and diverse world. Our vision and ethos are driven by a common desire to overcome inequality of opportunity.

Our Values

Our Core Values are woven into the fabric of our school routines.

For our Primary Schools our values are to be:

- Kind
- Inclusive
- Scholarly
- Inspired
- Resilient

Purpose

This policy supports the legislative framework for responding to requests for information under the statutory access regimes established by:

- The Freedom of Information Act (FOIA)
- The Data Protection Act (DPA)
- The Disability Discrimination Act
- The Equality Act (2010)
- Any other legislation that provides a right of access

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 the 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

At Wixams Tree Primary, we are committed to ensure all our pupils are treated fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school value of 'Be kind, be kind, be kind' underpins all that we do. Through showing dedication, to equality and inclusion, we demonstrate kindness to all. Ensuring that

pupils have access to the curriculum, enrichment opportunities and to the environment is essential at Wixams Tree Primary as part of our ethos of inclusion for all.

Rationale

The Knowledge Schools Trust (KST) Access Plan pays due regard to Government law including the Equality Act (2010) and the Children and Families Act (2014) Part 3 which links in to the SEND Code of Practice (2014) (and to past legislation, including the Disability Discrimination Act of 1995 and the SEN and Disability Act 2001).

This document meets the requirements of

<https://www.legislation.gov.uk/ukpga/2010/15/schedule/10>

and the Department for Education (DfE) <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>. 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 <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> '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.

This policy is divided into four sections:

Section 1: Access to the Curriculum – for Pupils.

Section 2: Access to Pastoral Support – includes the principles of past county and national initiatives, including 'Every Child Matters' (ECM) and aspects of the 'Social and Emotional Aspects of Learning' (SEAL) – for Staff, Parents and Pupils.

Section 3: Site Accessibility – for Staff, Parents, Pupils and the Community.

Section 4: Access to Information – for Staff, Parents, Pupils and the Community.

This Access Plan details policies and initiatives, how these are monitored, reviewed/evaluated and how these evaluations are developed and embedded into school systems and practice.

The Access Plan is an 'umbrella' document: It encompasses existing policies and development plans, implemented and monitored by the Senior Leadership Team and Governors.

This Plan is reviewed annually by the Senior Leadership Team and Governors.

Section 1: Access to the Curriculum

This section of the Access Plan is monitored by the Assistant Principal (Teaching and Learning). At Wixams Tree Primary the Head teacher/Subject Leads undertake this role.

Pupils across the Key Stages have an appropriate (differentiated and personalised) curriculum to fit their needs. The following policies support this aim:

- Policy for Assessment
- Special Educational Needs and Disability Policy
- Medical Needs Policy

At Wixams Tree Primary, Subject/Curriculum Policies, along with the Year Group Long Term Planning and curriculum maps are used to address access to the curriculum. Subject Leads / Key Stage Leads monitor the effectiveness of access to the curriculum and pupils' progress.

Principle features of KST academies are:

- Within their teaching team, Head of Department monitor pupils' progress.
- The progress of every individual pupil and each pupil group is monitored and evaluated, to ensure that they are fully accessing the curriculum resulting in excellent progress.
- Pupils classified as 'Pupil Premium' are identified, and their curriculum progress is tracked and supported by teaching staff and the Senior Leadership Team.
- Data from previous schools, reading and spelling tests and Cognitive Ability Tests (CATs) inform differentiated teaching and Learning Support interventions, together with information from parents, pupils and professionals.

At Wixams Tree Primary, Individual Pupil Profiles and individual risk assessment give specific guidance to teachers on the individual access arrangements for pupils with special education needs and disabilities.

Section 2: Access to Pastoral Support

This section of the Access Plan is monitored by the Assistant Principal/Head teacher/SENDCo, outside professionals, such as Educational Psychologist (EP), Behaviour Support Service (BSS), Multi-Agency Safeguarding Hub (MASH) and Child & Adolescent Mental Health Service (CAMHS), who support the school, contribute additionally to this work.

Pastoral support enshrines the principles of Every Child Matters. Pupils across the school have access to appropriate pastoral support dependent on their age and specific needs and the Pastoral Manager/SENDCo is employed to work with all pupils to help them feel safe and secure at school.

The school's various separate policies contribute to supporting these aims:

- Attendance Policy
- Drugs Policy
- Equality & Diversity Policy
- Behaviour & Discipline Policy
- Safeguarding and Child Protection Policy
- Sex and Relationships Policy
- Special Educational Needs and Disability Policy

Principle features of KST academies are:

- Designated Child Protection Staff on site, with developed links to Social Services and Bedford Borough Council Education Teams.
- Looked After Children are identified and monitored (linked to Borough professional and following Borough guidelines).
- Pupils classified as ‘Pupil Premium’ are identified and their curriculum progress is tracked by Pastoral Manager and the Senior Leadership Team.
- Pupils who act as ‘Young Carers’ are identified and monitored (linked to County professional).
- The Behaviour Support Service support our work.
- Individual Behaviour Plans and Pastoral Support Plans/Individual Pupil Profiles support pupils’ targets to impact positively on their social and emotional development.
- Borough Educational Psychologists closely support the work of the school, and of individual pupils, as required by their needs.
- The school links to the MASH relating to the Common Assessment Framework (CAF) and the Team around the Child/Family (TAC/TAF) initiatives.
- Sustained and developed links to GPs and local NHS mental health services (CAMH) closely inform support for specific pupils/work generally in supporting pupils.
- Risk assessments identify pupils who require enhanced monitoring through medical/mobility needs or behaviour issues.
- Pastoral staff/SENDCo/Class teachers are able to give information and advice to parents on how to support their child as needed. They cannot, however, give details of specific conversations without pupil’s permission.
- Staff have access to counselling services provided by an external Employee Assistance Programme.

At Wixams Tree Primary, we have numerous teaching assistants who can support children on a day to day basis, alongside the teacher and SENDCo.

To support the children we aim to:

- Build positive relationships with parents to discuss their children and to support the family. ‘Signpost’ families to outside services for appropriate provision and

support · Providing support that meets the differing needs of all children so that each child is equipped with the skills to cope with life.

- Supporting children to address social, spiritual, mental, emotional and physical needs through assemblies, regular ‘check-ins’, positive wellbeing groups, modelling behaviour and PSHE & RE lesson.
- Maintain an atmosphere in which children feel secure, are encouraged in their learning, growth and social development and know that they are valued within a healthy and safe environment.
- Encourage pupils to recognise and reflect upon our core values (Loving, Inspirational, Fun, Educational) and our focus on being kind.
- Work with a range of stakeholders, parents, support staff, outreach agencies and other schools to ensure the continuity and progress of individual pupils.
- Support and work alongside parents in addressing pastoral concerns impacting on their child’s learning and development.
- Work with staff in ensuring good pupil support and build upon the caring and respectful relationships that exist between staff, pupils and families.
- Arrange specialist counselling to support individual children; listening and talking to children who may need support in a variety of pastoral issues, for example, self-esteem and confidence, bereavement, managing feelings, anxieties/worries, separation.

Section 3: Site Accessibility

Responsibility for this section of the Access Plan lies with the Business Manager with contributions from a range of professionals supporting the school and from individuals within the school.

Pupils, staff, parents and visitors to the school have an equality of opportunity to access the curriculum and we aim to make all areas of the site accessible where possible. Where buildings cannot be adapted, changes will be made to the curriculum – typically this will mean re-rooming to accessible accommodation.

The following policies support these aims:

- Equality Policy
- Health and Safety Policy

Principle features of KST academies are:

- An annual audit of the site
- Health and Safety issues identified and addressed on a continuous basis by a range of people within the school.

- Risk assessments are written principally for two purposes: for activities and for groups of pupils; and for specific pupils (as generic for their time in school, and/or for specific activities, or to take into account their specific disability).
- Risk assessments identify evacuation procedures for individual pupils whose movements are compromised by their disability.
- The medical conditions of pupils affecting health and safety and site accessibility, compiled as a separate document by the Office Manager, is circulated to staff in school on a need-to-know basis.
- The medical conditions of staff affecting health and safety and site accessibility are known on a need-to-know basis by the Principal/Head-teacher and related staff

At Wixams Tree Primary, we provide access in a number of ways. The building has a lift to the first floor and disabled access toilets on both floors. The entrance to the school is level and doorways are wide throughout the school. Parents with disabilities have access to the disabled parking next to the school entrance. We also encourage parents with disabilities to let us know if there is any way we can make communication between home and school easier for them.

Access arrangements are identified on Individual Pupil Profiles, some of which include providing:

- Coloured overlays
- Coloured backgrounds on Interactive Display presentations
- Brightly coloured equipment
- Large print text
- Magnifier

Section 4: Access to Information

This section of the Access Plan is monitored by the Business Manager, with support from the other staff. The school liaises with the Local Authority to ensure compliance with Local Authority and government statutes. Our aim is to ensure that Pupils, Parents, Staff and visitors have access to the information that they need, with due regard to confidentiality.

Responses to requests for information

- All school policies and other relevant documents are posted on and may be downloaded from the school website or hard copies may be requested at a small charge.
- Parents/pupils may request copies of pupil record files, including paper and electronic files. A small charge will be levied for administration and photocopying charges.
- Parents/pupils may not be given access to records which contain information on other staff/pupils which would breach our confidentiality and/or the Data Protection Act.
- All requests for information should be made, in writing, to the Business Manager.
- Any complaints should be addressed through the school's Complaints Procedure.

Information provided by the school

Pupils have access to information by:

- Feedback from their subject teachers (verbal and written) relating to their work completed in class, at Parents' Evenings and Mentor time
- School reports
- The SEN review process
- The Virtual Learning Environment (Moodle) where provided
- Representation on/by the Pupil Voice

Parents have access to information by:

- Talking to teachers and support staff at Parents' Evenings;
- School reports
- Pastoral Mentors contact with parents
- Half termly newsletter
- School website
- By prior appointment to visit the school
- Specific requests or information (see above)

- Through appointments with teachers or members of the Pastoral team

Visitors/external agencies/individuals have access to information (on a need-to-know basis only) by:

- The school website
- Contact with professionals within school
- By written request to the Business Manager

Accessibility of information

The school aims to provide information in an accessible format and will respond to individual needs and requests as they arise. For example:

- The school will seek support from outside agencies to provide information in simple language, symbols, large print, audiotape or Braille for pupils, prospective pupils or parents who have difficulty with standard forms of printed information.
- The school will also make information for parents available in a range of different formats and languages, should the need arise, and be aware of font size and legibility when producing written information.

Section 5. Action Plan

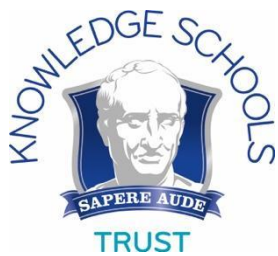
This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

| Aim | Current good practice (incl. established practise and practice under development) | Objectives | Actions to be taken | Person responsible | Date to be completed by | Success criteria |
|--|---|--|---|--------------------|---------------------------------|--|
| To ensure accessibility for all as the school grows in size. | Systems are in place to identify children’s needs which are addressed in a variety of ways, incl. the use of IPPS which detail access arrangements for the child. | To maintain access for all with our growing pupil numbers. | To assess children’s needs as they join the school and make reasonable adjustments/access arrangements accordingly. New staff are suitably trained to follow the school practices and procedures. Purchase resources as required. | All staff. | Ongoing across the three years. | Assessments are used to identify needs. Reasonable adjustments are made to ensure access for all 0 see in IPPS, resourcing, planning. New staff complete and induction process / CPD. Resources are used and planned for to suport pupils (planning, IPPS). |
| To provide a suitable | Current classrooms allow | To ensure new classrooms that | Buy suitable furniture suitable for the year | Key Stage Leads / | Annually, ready for the | All children are able to access the classroom |

| | | | | | | |
|---|--|---|--|----------------|----------------------|---|
| learning environment that all can access. | for access for all pupils in the school. Furniture is appropriate to the pupils using the room at a suitable height. Disabled toilets are in each cloakroom. | are set up maintain the current level of access for all. Learning environments meet the needs of all pupils. | group and children within it. Consideration of table heights to be assessed. All learning environments have a range of resources to support all children. Cuy ICT equipment that will meet the needs of all learners. | Class Teachers | following September. | environment which meets the needs of all. Suitable ICT equipment is used in classrooms to support children's needs (seen in planning and observations). |
| To effectively use support staff to support pupils. | TAs are used to support intervention and in class suport. | To use TAs effecyively to support access for pupils. | Teachers plab for TAs used of time. TAs are predominantly used to support learners. | Class Teachers | April 2020 | TAs have a timetable of interventions / support. TAs are seen working with children at every available opportunity. Learning walks show TAs are used effectively to support learners. |

| | | | | | | |
|--|--|--|--|--|---------------|--|
| To provide suitable outdoor learning. | There are a good range of activities that take place outside – clubs, PE lessons, lunch time play. | To develop the use of inclusive outdoor areas / times. | Play time activities are accessible to all. Teachers use the outdoors more in their lessons across all subjects and planning shows access for all. | All Staff | July 2020 | More outdoor activities on offer – clubs and at play/lunch times. Increase in lessons taking place outside. Planning indicated where access arrangements are needed for pupils to participate in outdoor learning. |
| To ensure the curriculum is accessible to all. | Good planning across the school to ensure access for the children in their classes. | To ensure the curriculum is accessible for pupils. To develop an inclusive forest school. | To develop curriculum planning across the school to ensure access is considered. When planning the forest school consideration is given to ensure pupils can access the area. | Subject Leaders / Class Teachers PTA | February 2020 | Subject policies include section on inclusion and access arrangements. Class Teachers/Subject Leaders monitor the access for their subject/class and make changes where needed – seen in planning. Access for all is shown on the forest school plans. |

| | | | | | | |
|---|---|--|---|---------------|-------------------|--|
| <p>To ensure a child with a visual impairment can read information provided for them.</p> | <p>Large text Coloured overlays Sitting child away from reflective windows where there is glare. Coloured printouts Magnifier</p> | <p>To improve access for visually impaired children.</p> | <p>Research into getting blinds.tinted film for all windows. Buy exercise books with coloured pages.</p> | <p>SENDCO</p> | <p>April 2020</p> | <p>Blinds or tinted film installed in the relevant classroom/s, The child used the books with coloured pages.</p> |
|---|---|--|---|---------------|-------------------|--|



Palingswick House
241 King Street
Hammersmith
London W6 9LP
T 020 8600 0670
E admin@wfs.org

[1www.knowledgeschoolstrust.org](http://www.knowledgeschoolstrust.org)