



PETERBOROUGH KEYS
ACADEMIES TRUST

ACCESSIBILITY POLICY AND PLAN

Version 1.3

September 2024

Trustee Committee: Education Committee
Date Policy Reviewed: September 2024
Date of Next Review: September 2025

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1. Introduction

- 1.1 The Planning Duty under the Equality Act 2010 schools means that all should have an individual Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:
- (a) he or she has a physical or mental impairment (more than a year), and
 - (b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.
- 1.2 The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The plan must be reviewed at least every three years, approved by school committees, and shared with Trustees.
- 1.3 The Accessibility Plan is structured to complement and support the school’s Equality Objectives and will be published on the school website.
- 1.4 Peterborough Keys Academies Trust (PKAT) schools are dedicated to ensure that our environment and full curriculum values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, emotional and cultural needs. We continuously promote inclusion and awareness across the school.
- 1.5 Nova Primary Academy’s Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where possible and practical.

2. Aims and Objectives

- 2.1 Our Aims are to:
- (i) increase access to the curriculum for pupils with a disability.
 - (ii) improve and maintain access to the physical environment and take advantage of education associated services.
 - (iii) improve the delivery of written information to pupils.
- 2.2 The school’s objectives are detailed in the Action Plan below. However, this Accessibility Plan is not a standalone document, but should be considered alongside the following school policy documents:
- (a) SEND Information Report

- (b) Trust SEND Policy
- (c) Local Offer
- (d) Safeguarding Policy
- (e) Health & Safety Policy
- (f) Staff related policies

2.3 This plan will also be used to advise and inform future planning documents and policies.

3. Physical Environment

3.1 The school has:

- (a) A physical environment is fully accessible for all uses and has good wheelchair access both indoors and outdoors.
- (b) Ramps in place at some of the exit doors to ensure that wheelchair users can exit the building safely.
- (c) Corridors are wide and there are no issues walking around school safely for any person in a wheelchair.
- (d) There are riles where there are steps and slopes to access all aspects of the school grounds.
- (e) The building is all on one level / or there is access to a lift / or other such as downstairs rooming as an accommodation.
- (f) There is one accessible toilet located in the school and provision is made for individual children within the classrooms such as individual toilet seats/ toilet rails.
- (g) Accessible toilets have handrails, an emergency pull cord and easy use taps.
- (h) There is one ceiling hoist in the disabled toilet and one mobile hoist and a changing table.
- (i) Classrooms have fire exits which can be used for all pupils.
- (j) Classrooms are fitted with a sound system which enables those with hearing impairments to hear the teacher through the use of their sound button or by connecting their equipment to the sound system.

4. Curriculum

4.1 With the support of parents and outside agencies, areas of the curriculum, for example PE, are adapted to the needs of children in school with physical impairments.

4.2 The school is aware that other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, and follow school policies and procedures to ensure that these are all dealt with effectively.

4.3 Where necessary, pupils have the necessary equipment in classrooms to enable them to be a part of the class and physically access the curriculum. Equipment may include; writing slopes, different chairs/seats, use of laptops etc.

5. Information

5.1 Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, and can be accessed in different ways on request, should this be needed.

6. Current Activities

6.1 Across the Trust, schools have close working relationships with different nurseries and pre-schools and ensure that transition arrangements are organised throughout the summer term before the child starts school.

6.2 Students moving from a PKAT primary school to Jack Hunt Secondary School work to ensure transition arrangements for disabled students are robust and lead to high-quality inclusion.

6.3 This may include multi-agency meetings with parents/ professionals and/or visiting the child in their current settings.

6.4 The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability team.

6.5 School use outside agencies, including Health Professionals and Educational Psychology Services.

6.6 The SENDCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional high needs top-up funding.

6.7 Schools have systems in place to ensure that we meet the needs of all of disabled children and young people including Provision Mapping, which identifies children and interventions.

- 6.8 School staff work together as a team to ensure strategies for improving behaviour and access to learning.
- 6.9 Access to alternation provision.
- 6.10 The school also works closely with specialist services including:
- (a) STePS (Specialist Teachers and Educational Psychology Services)
 - (b) ASD Specialist & Advisory Teacher
 - (c) Educational Psychology Service
 - (d) Sensory support for children with visual or hearing needs
 - (e) Parent Partnership Service
 - (f) SALT (Speech and Language Therapy)
 - (g) The Virtual school (for CiC/CPic)
 - (h) Family Intervention Worker to support families

7. Health Provision delivered in school

- (a) Additional Speech and Language Therapy input to provide a higher level of service to the school
 - (b) School Nurse
 - (c) Occupational Therapy
 - (d) Physiotherapy
 - (e) Community Paediatrician
 - (f) CAMHs (Child and Adult Mental Health)
 - (g) Dietician
 - (h) Health visitors
- 7.2 The school's committee, teachers, teaching assistants and mid-day supervisors have a wide range of training and experiences that allow for effective support throughout the day in the following areas:
- (i) Deaf Awareness
 - (ii) Physical disability
 - (iii) Visual impairment
 - (iv) Specific medical conditions including asthma, eczema, diabetes, Maple Syrup Urine Disease
 - (v) Specific learning difficulties including dyslexia, dyspraxia and dyscalculia

- (vi) Autism
- (vii) Speech, language and communication needs
- (viii) Profound and multiple difficulties including specific genetic disorders, e.g. Down's Syndrome

7.3 Please see the Local Offer and SEND Information Report for further information about the facilities and support currently on offer at the school, which can be found on the school website.

8. Review and Implementation

8.1 The Accessibility Policy is reviewed annually by the Governing Body and Headteacher. In addition, the Accessibility Plan will be reviewed at least three yearly by all relevant parties, but more frequently in the event of a substantial change in the need of children and young people education within the Trust.

9. Version History

9.1 Table of Versions

| VERSION | ACTION | RESPONSIBLE | DATE |
|---------|----------------------------------|-------------------|------------|
| 1.0 | Policy created | Jude MACDONALD | 06/06/2023 |
| 1.1 | Policy amended to School | Vicky Wells | 2/10/2023 |
| 1.3 | Policy reviewed and RAG rated | Vicky Wells | 3/9/2024 |

10. Appendix 1: Plan

10.1 This plan is designed to improve accessibility using three areas of focus:

- (i) Quality of Education (access to the curriculum)
- (ii) Improving access to the physical environment
- (iii) Improving the availability of accessible information for disabled students.

It should be read in conjunction with the Trust Accessibility Plan, Trust Equality Policy and the Trust SEND Policy.

| STRAND 1: QUALITY OF EDUCATION (ACCESS TO THE CURRICULUM) | | | |
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| Objective | Actions | Lead | Timescale / cost |
| Any change in curriculum scheme to be examined to ensure accessibility. | Curriculum schemes (SFA, United Learning, Real PE) to be monitored by Curriculum lead in liaison with the SENDCO. | SENDCO Curriculum lead Subject co-ordinators Class teachers SLT | New curriculum in place for Sept 2023. On-going monitoring Piece of work on curriculum adaptations and training for teachers on how to adapt and differentiate the curriculum for SEND pupils - to be finalised with new head and curriculum lead Sept 2024. |
| Ensure language-rich environment for increasing number of non / pre-verbal students. | Staff training on continuous talking. EYFS baselines to lead to referrals to SENCO for APDR pathway where appropriate. Daily story-time for all students. Alternative ways of communicating, for example PECs and Communication in Print tried and evaluated with students. | SENCO with support from Director of SEND. | On-going, TBC / within curriculum area capitation. |
| Improve SEND systems and | Provision map tool. Trust SEND policy. | SENCO with support from | December 2023, time cost. |

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| processes at all levels of the school. | School template for SEND Information Report. Embed Trust codes and ensure MIS are updated and census returns are accurate. Monitoring of APDR. Collaborative Trust work on a single graduated approach to ensure high-quality transition between PKAT schools. | Director of SEND. | |
| Staff training on effective use of TA / extra adults. | Strategic deployment of support staff/intervention staff. Trust SEND coding used to create a training plan for each academic year. | SENCO with support from Director of SEND. | September 2023 and on-going. |
| Ensure a robust induction and training programme for new staff at any career stage. | All staff trained in ADHD and ASC- actions in place where needed. Risk management plans shared with new staff. APDR training for new staff. SALT, Social Communication Team, Learning & Behaviour Advisory Team, Sensory Support team Access to courses, CPD Outreach support from local Hubs. Online resources for CPD shared with staff. | SENCO with support from Headteacher. | January 2024. |
| Use and embed Trust lessons-learned protocol for students who are physical with staff. | Staff to carry out de-brief with staff following incidents involving physical assault from pupils. Nova 'confidential' document to be created for high need pupils whose behaviour can be physical and shared with all staff. Whole school provision map to include 'advices' (dos and don'ts) for SEND pupils and shared with all staff. | Leadership teams. | September 2023 and on-going. Requires staff training and embedding for new staff Sept 2024. |
| Review staffing and curriculum offer to ensure students with complex needs access high-quality, appropriate learning opportunities. | <i>Adaptations to the curriculum to meet the needs of individual learners.</i> Risk assessments for trips and AP will be undertaken where appropriate Providers will comply with all legal requirements. Diabetes training for key staff. Intimate care policy completed by JHS Hub and shared across the Hub. Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc. | Director of SEND. | September 2023 and on-going. Atom provision established for Sept 2024 for complex needs SEND pupils. |

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| Work with Director of SEND to identify appropriate / alternative curriculum opportunities for students with complex needs. | <p>Review intent, implementation, impact of small-group provisions. Link to APDR.</p> <p>Identify the addition offer needed and advise the Director of SEND.</p> <p>Pastoral support, timetable adaptations</p> <p>Individual physiotherapy/OT programmes</p> <p>Speech and language therapy programmes</p> <p>Specific training in word processing skills.</p> <p>Programme Use of access arrangements for assessment/National tests</p> | SENCO support from Director of SEND. | September 2024 Atom provision established for Sept 2024 for complex needs SEND pupils. |
| Work is appropriately differentiated to support progress. | <p>Ensure recommendations from external professionals (Educational Psychology, Sensory Team, Physiotherapy and OT) are put into practice.</p> <p>Ensure SEND Profiles are updated regularly and distributed.</p> | SENDSCO | Termly reviews, SEND drop-ins and learning walks to monitor SEND provision. |
| Teaching Assistants to be supported to provide resources for pupils to enable them to maximize their access to the curriculum. | <p>CPD program for TAs and teachers to be reviewed and delivery of CPD to be aligned to the specific SEND needs of the school. Model differentiation where appropriate from the SENDSCO in TA meetings and through use of CPD.</p> <p>TA training to continue to be monitored by the SENDSCO in weekly TA meetings.</p> | SENDSCO | On-going |
| Teachers have increased awareness of the needs of students and different learning styles. | <p>CPD program for TAs and teachers to be reviewed and delivery of CPD to be aligned to the specific SEND needs of the school.</p> <p>Ensure assistive technology (laptops, ipads, Roger Pens etc) are available where appropriate.</p> <p>Whole school Provision mapping with teachers and support staff.</p> | SENDSCO with support from Director of SEND | Aut term 2023 and on-going |
| Targets are set effectively and are appropriate for pupils with additional needs. | <p>SENDSCO continues to be a part of pupil progress meetings to monitor progress. Meetings will include input by Teaching assistants and teachers.</p> <p>Whole school Provision mapping with teachers and support staff.</p> <p>Use of Edukey Provision Map tool for the APDR process with teachers and overseen by SENDSCO.</p> | SENDSCO | Termly reviews |

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| Promote positive attitudes towards disabled pupils and adults. | Ensure representation of disabled characters in books and resources in schemes of work. Ensure images of disabled people are displayed around school. Ensure representation of disabled pupils in after school clubs. Review number of playtime / lunchtime incidents that are disability related | All staff SENDCO | On-going |
| Improve curriculum accessibility and accessibility of extracurricular activities | Ensure effective auxiliary aids and services are in place for disabled pupils and staff. Ensure school grounds and play equipment is as accessible as possible to all pupils at playtimes. Ensure access to BSL signed support is available to deaf pupils who want to attend after school clubs. Make reasonable adjustments to ensure pupils with disabilities can go on trips, day visits and residential visits. | SENDCO All Staff | Sept 2023 and on-going Additional hours pay for signing TAs to cover after school clubs as needed |

| STRAND 2: IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT | | | |
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| Objective | Actions | Lead | Timescale / cost |
| Disabled access is improved. The environment is accessible and safe to all staff, pupils and visitors. | Additional disabled toilet and an additional Disabled parking bay to be considered as part of the refurbishment plan for the front of school. Doorway to year 6 toilets and cloakroom partially blocked by positioning of lockers. Restricted access for pupils in wheelchairs. Needs to be reviewed with site team. Ensure that all signs are put at an accessible height. | SENDCO Site team | Sept 2023 |
| Building projects Take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and | All refurbishment works where practicable will be undertaken to include improving access for disabled pupils. Consideration will be given as to whether making alterations will be part of a logical plan and provide value for money. The location of disabled toilets to be clearly signposted. Signage to the disabled toilets to be obtained. | H&S Lead Site manager | Part of new build work – Spring 2024 |

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| colour schemes and more accessible facilities and fittings. | | | |
| Safe and clear access at all classroom entry and exit points throughout the school. | Ensure all emergency exits remain clear and individual PEEPs are up to date. Visual and audible alarm systems present in some areas of school. | SENDCO | Sept 2023 |
| Necessary hoisting equipment is maintained to good working order and inspected under all legal requirements. | Hoists to be inspected/serviced at 6 monthly intervals. Loler Service Level agreement in place for all hoists. | SENDCO | 6 monthly inspections (SLA) |
| To ensure the posts are visible to people with impaired vision. | A repainting program to be explored for all posts and barriers – yellow paint or foam wraps. Explore padding or positioning options for shelves protruding in KS1 corridor to ensure safety for VI pupils. | H&S Lead Site manager | Part of new build work – Spring 2024 To be reviewed with new needs of complex SEND pupils and new areas built into EYFS for Sept 2024. |
| Learning Spaces: Where a risk assessment has been undertaken, relating to a pupil with a disability, staff should implement the recommendations within their own teaching environment. | Regularly Assess appropriateness of classroom fittings, fixtures and furniture. Declutter and remove excessive items of furniture. Reduce visual wall ornaments, posters and displays | H&S Lead Site manager SENDCO | Sept 2023 and on-going Accessibility walk Sept 2023 Accessibility walk Sept 2024. Individual risk assessments for SEND pupils in EYFS needed and adaptations to the environment required (safe climbing areas). |
| To ensure the visual environment of the school is not causing over-stimulation in | Classroom environment and displays audit to be completed and agreed non-negotiables for displays with SLT. | SENDCO SLT Phase leaders | Accessibility walk Sept 2024 |

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| pupils with sensory processing difficulties. | Audit to ensure windows and lights avoid glare in classrooms. | | |
| To ensure staff supporting children with Physical Disability and/or medical needs receive the appropriate training and refresher training annually from the appropriate teams (moving and handling, feeding tube). | Deliver the appropriate training to staff to improve their knowledge and awareness and improve support and access for all. Deaf Awareness training for all staff. Moving and Handling training and refreshers for key staff members. Feeding Tube training for key staff members. | SENDCO | Sept 2023 and on-going |

| STRAND 3: IMPROVING ACCESSIBLE INFORMATION FOR DISABLED STUDENTS | | | |
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| Objective | Actions | Lead | Timescale / cost |
| To improve the delivery of information to pupils with a disability. | Ensure that our school continues to use a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage, including additional vocabulary on displays enhanced using some BSL and some visual symbols. • Large print resources available. • Soundfield systems for deaf pupils in classrooms. • Pictorial or symbolic representations • Access to teaching assistants who are qualified in using British Sign Language to support communication with deaf parents and families. • Use of text messages to communicate with deaf parents. Monitor condition & suitability of signage across the school. | SENDCO | Sept 2023 and on-going |
| To ensure good quality of sound and access to the audio environment is at optimum level for deaf pupils. | Provision of resources for all pupils to be monitored. Monitoring continued to ensure Soundfields are present and working in all areas necessary to support deaf pupils. | Hub Manager with support from TOTD | Sept 2023 and on-going |

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| <p>Written information: Making written information accessible to those that:</p> <ul style="list-style-type: none"> • struggle with standard size texts • require simplified texts | <p>Identify and assess these specific pupils during admission so that staff can provide appropriate resources, including;</p> <ul style="list-style-type: none"> • Enhanced worksheets & Scripts • Large text reading books or Braille • Simplified learning texts | <p>All Staff</p> | <p>Beginning each academic year or when a new pupil with SEND enters school</p> |
| <p>Digital Information: Make use of digital/visual technologies to enhance accessibility to curriculum and information</p> | <p>An assessment to be made of the impact of using a digital technology with a class where a disabled pupil is working. Recognition must be given that some formats, whilst beneficial to many pupils, will not be appropriate for all. Train staff to use technology properly and safely</p> | <p>All Staff</p> | <p>Beginning each academic year or when a new pupil with SEND enters school</p> |
| <p>Ensure good communication systems to support all families with disabilities.</p> | <p>Use of texting, emailing and video calls to communicate with deaf families. Explore the use of an iphone of Face Time for emergency contact of deaf families.</p> | <p>SENDCO</p> | <p>Aut 2023</p> |