

# The Free School Norwich

## Accessibility Plan

Signed by:

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Principal

Date: \_\_\_\_\_

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Chair of Trustees

Date: \_\_\_\_\_

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## Statement of intent

This plan outlines how The Free School Norwich aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where 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.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The Board of Trustees also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The Principal and other relevant members of staff.
- Trustees.
- External partners.

## 1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

## 2. Roles and responsibilities

The Board of Trustees will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Principal will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the Board of Trustees, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the Principal and Board of Trustees to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the Principal in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

### **3. The Accessibility Audit**

The Board of Trustees will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the Board of Trustees will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the Board of Trustees will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the Board of Trustees will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Board of Trustees will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

## Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Staff members do not know whether the curriculum is accessible	Audit of the curriculum	Principal, teachers, SENCO	Winter 2023	Management and teaching staff are aware of the accessibility gaps in the curriculum	Spring 2024
	Staff members do not have the skills to support pupils with SEND	INSET provided to staff members Training for teachers on adapting the curriculum	Principal, external advisors, SENCO	Winter 2023	Staff members have the skills to support pupils with SEND	Spring 2024
<b>Medium term</b>	Adult support to be consistent enabling children with disabilities to fairly access the curriculum and school trips	Needs of pupils with SEND are incorporated into the planning process  Risk Assessments to be considerate of pupil needs	Teachers, SENCO	Spring 2024	Planning of school trips takes into account pupils with SEND	Summer 2024

<b>Long term</b>	Pupils with SEND cannot access lessons	Provide tablets and other adjustments for pupils with SEND  Utilize software to support writing	Principal, ICT manager, SENCO  ATT	Spring 2024	Pupils with SEND can access lessons	Summer 2024
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### Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	SLT to identify where the school site should be more accessible	Audit of physical environment	Site Manager/Trustee	Winter 2023	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Spring 2024
<b>Medium term</b>	Learning environment of pupils with SLCN not accessible	Incorporation of visuals throughout displays and within day-to-day teaching  INSET with SALT	SENCO	Spring 2024	Learning environment is accessible to pupils with visual impairments	Whitsun 2024



	Evacuation procedures for top floor to be made accessible	Evac chair to be installed	Caretaker	Winter 2023	Access to toilets is increased	Spring 2024
<b>Long term</b>	Children with physical disabilities cannot access school buildings	Ramp to be available at front entrance	Caretaker	Summer 2024	School buildings are fully accessible	Autumn 2025

### Planning duty 3: Information

	<b>Issue</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Outcome</b>	<b>Review</b>
<b>Short term</b>	Management staff do not know whether school information is accessible	Audit of information and delivery procedures Use of translation services	SENCO Principal School Secretary	Winter 2023	School is aware of accessibility gaps to its information delivery procedures	Spring 2024

<b>Medium term</b>	School does not know how to make written information accessible	Schools seeks advice from external advisors	SENCO	Spring 2024	School is aware of local services for converting written information into alternative formats	Whitsun 2024
<b>Long term</b>	Make Website accessible for children and parents with additional needs	Audit of website	Principal/SENCO	Summer 2024	Website is fully accessible	Autumn 2025

### Monitoring and review

This plan will be reviewed on an annual basis by the Board of Trustees, Principal and SENCO. The next scheduled review date for this plan is September 2024. Any changes to this plan will be communicated to all staff members and relevant stakeholders.