

**Kirkby la Thorpe
Church of England Primary Academy**

Building a Hopeful Future through Kindness, Learning and Trust

Policy Title	Disability equality scheme policy and access plan
Governance Function Area	Premises and Health and Safety
Date reviewed/amended	September 2024
Date for next review and frequency	September 2025

Vision and values

Building a Hopeful Future through Kindness, Learning and Trust

At Kirkby la Thorpe, we strive to ensure that each person is empowered to flourish and contribute positively to society. We seek to equip our pupils with the knowledge, skills and qualities necessary to navigate the complexities of our world, rooting this in Christian love.

We are inspired by the life of St Thomas in all that we do so that we can:

Be Positive and Active Citizens: We strive for our pupils to communicate clearly, embracing tolerance and respect for the diverse beliefs and aspirations of others.

Be Curious and Independent Members of Society: We encourage curiosity and a thirst for knowledge, instilling a longing for justice and an empathy for those in need.

Have Confidence and Perseverance: Through trusting each other, we empower everyone to embrace challenges with confidence and perseverance, striving to achieve their full potential in all aspects of life so that they can be the best that they can be.

Have the Courage to Respectfully Challenge: We foster an environment where respectful dialogue and critical thinking are encouraged, empowering pupils to voice their opinions with courage and integrity so they can **build** a better future.

Know their heritage: We cultivate an appreciation for both local and national heritage, helping pupils understand their roots and identity within the broader context of history so that they have a sense of where they are from.

Values

We are on this journey together and our Christian values of **Kindness, Learning and Trust** support us as we travel.

St Thomas was one of Jesus' disciples. He encouraged others to follow Jesus on his journey (John 11.16), showing **confidence** and **trust**. He also has the **courage** to challenge his friends when they tell him that Jesus has resurrected from the dead; he does not take their words on face value, but asks questions with **curiosity** (John 20.24-29). Thomas was an important member of the early church, taking Jesus' good news for a **hopeful future** to people around the world. According to traditional accounts he travelled to India, **building** Christian communities across the region. This is a journey that would have required great **perseverance**. This matters to us because we consider the ancient global **heritage** of the Christian faith to be an important part of our own identity as a church school. St Thomas inspires us to **learn** from past and current events to build a more hopeful future.

Vision and Vales Alignment

The school's accessibility policy aligns with its vision by fostering an inclusive environment that promotes tolerance, respect, and equal opportunities for all, particularly those with disabilities. By removing barriers to learning and participation, the policy empowers pupils with disabilities to fully engage in school life, embodying the vision of being active citizens who communicate clearly and challenge respectfully. The commitment to providing support, reasonable adjustments, and accessibility ensures that all students can develop curiosity, perseverance, and confidence, achieving their full potential as independent and empathetic members of society.



Kirkby la Thorpe Church of England Primary Academy

Disability Equality Scheme and Access Plan

Legal framework

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Statement of intent

Kirkby La Thorpe is committed to taking all reasonable steps to avoid placing any individuals with disabilities at a disadvantage, and works closely with disabled pupils, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

This policy outlines the principles that the school is committed to following throughout all accessibility planning activities to ensure that all disabled pupils are able to enjoy and access all aspects of educational life in the same way as other colleagues. The specific measures the school has taken to ensure the school is accessible are outlined within the Accessibility Plan.

The governing board 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/carers.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

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, and Diversity Information Statement

- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

1. Definitions

In line with the Equality Act 2010, “indirect discrimination” is defined as where a provision, criterion or practice is discriminatory in relation to a person’s protected characteristics, where:

- The provision, criterion or practice applies, or would apply, to people without those protected characteristics.
- It puts, or would put, people with those protected characteristics at a disadvantage compared to those without.
- The school cannot show that the provision, criterion or practice is a proportionate means of achieving a legitimate aim.

The “protected characteristics” are: age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

A person is defined as having a “disability” if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning, including the school’s Accessibility Plan, adheres to and reflects the principles outlined in this policy.
- Approving this policy and the Accessibility Plan before they are implemented.
- Monitoring this policy and the Accessibility Plan.

The headteacher will be responsible for:

- Creating an Accessibility Plan with the intention of improving the school’s accessibility, in conjunction with the governing board and in line with the school’s legal obligations and the principles outlined in this policy.
- Ensuring that staff members are aware of pupils’ disabilities and medical conditions where necessary.
- 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 governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board 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 headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility 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.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, e.g. understanding how to administer insulin, in line with the Administering Medication Policy.

3. The Accessibility Plan

The school's Accessibility Plan demonstrates how access will be improved for pupils, staff, parents and visitors to the school within a given timeframe.

It will be presented within this document and is available on the school website.

The Accessibility Plan will be structured to complement and support the school's Equality Information and Objectives Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- To increase the extent to which disabled pupils can participate in the curriculum
- To improve and maintain the school's physical environment to enable disabled pupils to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to disabled pupils, in particular that which has already been produced for pupils who are not disabled.

The intention is to provide a projected plan, but if it is not feasible to undertake all the plans during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure where reasonable adjustments need to be made in order to accommodate the needs of people with disabilities. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the LA in order to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

An access audit will be undertaken by the governing board and SENCO annually.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review. Both this policy and the Accessibility Plan will be published on the school website

4. Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage due to their SEND and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

5. Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board 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 governing board 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 governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board 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 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/carers. The actions that will be undertaken are detailed in the following sections of this document.

6. Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs. No pupil will be excluded from any aspect of the school curriculum due to their disability. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

Teachers and the SENCO will work together to ensure that the pupil's EHC plan is implemented, and that the teaching of that subject is adjusted for the pupil wherever necessary in line with their EHC plan. Where any amendments to the provisions of the plan need to be amended or adapted to allow the pupil to reach their full potential in a given subject, advice will be sought from outside agencies where necessary.

Where areas of the curriculum present challenges for a pupil, these will be dealt with on an individual basis. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability.

Curricular activities involving physical activity or exercise, e.g. PE lessons, will be adapted, wherever necessary and possible, to ensure disabled pupils can participate in a valuable way in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.

The school ensures that specialist resources – including physical resources, e.g. large-print books, and human resources, e.g. learning support assistants – are available and appropriately deployed for pupils who require or would benefit from them to fully participate in the curriculum

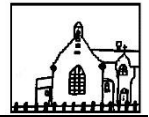
7. Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils or staff with disabilities have limited or no access to.

The school will ensure that accessibility audits are conducted for those within the school community to ensure that specific needs are taken into account; however, in general, the school will make its best endeavours to anticipate potential access needs that may be encountered in the future and to ensure that the physical environment is as accessible as possible for all current and prospective pupils.

The specific ways in which the school will ensure its physical environment is accessible in full to all members of the school community, irrespective of any protected characteristics, are detailed within the school's Accessibility Plan.

Appendix 1 - Access Plan 2024/25



Increasing access for disabled pupils to the school curriculum

Targets	Strategies	Outcome	Timeframe
<p>For school staff to have the necessary training to teach and support disabled pupils.</p>	<ul style="list-style-type: none"> • Existing pupils' needs are reassessed each year and training is identified as appropriate. • Relevant information regarding pupils' disabilities is effectively communicated to subsequent teaching staff. • When new pupils are admitted to school, pupil needs are identified and training is arranged, as appropriate, eg. manual handling, physio training plans. • Resources and equipment to support learning (eg. wheelchairs, writing stands, foot stools) are consistently used. 	<p>Appropriate training ensures that new and existing pupils' needs are met.</p>	<p>Reassess each year Review new pupils Assess if a pupil's needs change</p>
<p>For SEND and medical records and information on children with additional needs to be up to date and accessible.</p>	<ul style="list-style-type: none"> • Ensure records reflect the current pupils • Medical records and care plans are up to date and accessible to staff working with individuals • Pupil Passports available to staff, to include peripatetic staff/supply cover. 		

<p>For staff to recognise the effort expended by some pupils, relating to their disability, and make appropriate modifications and allowances.</p>	<ul style="list-style-type: none"> • Pupils may be provided with written copies of texts, etc. to enable them to visualise, as well as hear the information provided. • Aids, such as Widget, may be used to help pupils interpret information. • Support may be provided by additional adults in the room. • Pupils may be given additional time to complete tasks, or be asked to complete a reduced amount of work. 	<p>All pupils are able to access learning at their own level, and achieve success without discrimination.</p>	<p>Assess in relation to the pupils in the class</p>
<p>For all pupils to have fair access to the use of practical equipment and activities.</p>	<ul style="list-style-type: none"> • During lessons requiring practical equipment (PE/ science, DT, etc), pupils with disabilities are provided with additional time to ensure that they <ul style="list-style-type: none"> • Access to specialised equipment such as overlays/PECs/Widget etc as appropriate. can fully access the equipment and develop their skills. • Additional support or modifications to use the equipment are provided. • Staff to modify activities or provide alternative means of participation to ensure that disabled pupils can participate, particularly in relation to PE. • Individuals have modifications for learning as detailed in their EHCP/ILP/Care or Personalised Plans 	<p>Pupils have the same access to all activities, and can develop their skills as appropriate.</p>	<p>Assess in relation to the pupils in the class</p>

For school visits to be accessible for all pupils, irrespective of attainment or impairment.	<ul style="list-style-type: none"> • Visits are considered in relation to the pupils in attendance. • Thorough risk assessments are made and considered in relation to specific pupils. • Appropriate modifications or alterations to the visit are made to ensure participation by all pupils irrespective of disability. 	All pupils access the same school visits, and the same level of learning.	Assess each visit as appropriate
Barriers to learning and participation are monitored to ensure access by all pupils.	<ul style="list-style-type: none"> • The HT monitors entries in the bullying log and pupil questionnaires to identify patterns of behaviour and to address these, as appropriate. 	The school environment is fully inclusive and any concerns are addressed.	Termly

Improving access to the physical environment

- There is full disabled access to the main school buildings with the exception of the staffroom and the first floor office. Arrangements can easily be made to overcome this problem should the need arise.
- There is a downstairs disabled toilet.
- Sounding proofing boards have been installed in Bradley 1 (school office) and Bradley 2 (Head's office) to improve reverberation times.

Targets	Strategies	Outcome	Timeframe
To ensure that the size and layout of the school building, including furniture allows access for all pupils.	<ul style="list-style-type: none"> • Health and Safety Governors monitor access during H&S visits. Barriers to movement are assessed and suggestions made. 	All pupils and staff have full access to the school building.	Reassessed during each H&S visit (x2)

<p>To update PEEPs (Personal Emergency Evacuation Plan) for all members of the school community (pupils and staff), who have an identified disability.</p>	<ul style="list-style-type: none"> • Consider the barriers to leaving the school premises for all pupils and staff with a disability, in the case of an emergency. • Complete a PEEP for all identified pupils and staff. • Identify any equipment/procedures required for safe exit from any room in school. 	<p>All disabled pupils and staff will have a personalised evacuation plan in place.</p>	<p>Update PEEPs at the start of each year Complete a PEEP for new pupils/staff as necessary.</p>
<p>To ensure that the Critical Incident Plan addresses the needs of disabled pupils and staff.</p>	<ul style="list-style-type: none"> • Update the existing Critical Incident Plan and ensure that the needs of current disabled pupils are met, including potential disabled visitors to school. 	<p>In the event of a critical incident, the needs of all pupils and staff are addressed.</p>	<p>Autumn term 2024</p>
<p>To ensure that the acoustic of classrooms used by children with hearing needs are appropriate and aid learning.</p>	<ul style="list-style-type: none"> • Seek advice from the Hearing Sensory Team regarding the classrooms used by pupils with hearing needs. • Make appropriate alterations. 	<p>Background noise will be reduced for pupils with hearing needs, and learning will be promoted.</p>	<p>Reassess each year as the pupil progress through school</p>
<p>Ensure pupils have access, irrespective of SEND, to wrap around care</p>	<ul style="list-style-type: none"> • To risk assess appropriate level of care for individual and discuss with parent/carer. 	<p>All children have the opportunity to attend.</p>	<p>Assess on an individual basis</p>
<p>To ensure internal decoration of school benefits all pupils, including those with visual impairments, autism or epilepsy.</p>	<ul style="list-style-type: none"> • Seek the advice of external agencies regarding internal decoration (appropriate to the needs of current pupils). • Consider recommendations provided and implement in the necessary areas of school. 	<p>Decoration of school is clear for all members of the school community and supports learning.</p>	<p>Assess for pupils with such needs on an annual basis</p>

Improve the delivery of written information to disabled pupils

Targets	Strategies	Outcome	Timeframe
To ensure availability of written material in alternative formats.	<ul style="list-style-type: none"> Where necessary, convert school correspondence or information on the website into different forms (symbols, large print, reading aloud etc.) to ensure that it can be accessed by all parties. 	School information can be accessed by all members of the school community.	Implemented as required.
To ensure that needs of pupils with visual impairments are met.	<ul style="list-style-type: none"> Should a pupil enter school with visual needs, seek advice from the visual impairment team, and implement recommendations, such as the use of IT, visual aids, the use of Makaton/BSL. 	All pupils can access learning within the school environment.	As required, if a pupils with a visual impairment enters school
To ensure disabled access to car park.	<ul style="list-style-type: none"> Contact Highways to see regulations for a disabled parking space on road outside school. 	Staff/parents/visitors can access the building more easily.	Summer 2025
To ensure disabled access to ICT suite (from accessible toilet entrance).	<ul style="list-style-type: none"> Rubber ramp at accessible toilet side of ICT suite 	All pupils can access learning within the school environment.	Easter 2025

General Checklist for Staff and Governors

Is information collected on disability with regards to both pupils and staff? Is this information used to improve the provision of services?

Is pupil achievement monitored by disability? Are there are trends or patterns in the data that may require additional action?

Are disabled pupils encouraged to participate in school life? How is this shown through representation in school events such as class assemblies and the school council?

Is bullying and harassment of disabled pupils and staff monitored and is this information used to make a difference?

Is disability portrayed positively in school books, displays and discussions such as circle time and class assemblies?

Does the school take part in annual events such as Deaf Awareness Week to raise awareness of disability?

Is the school environment as accessible as possible to pupils, staff and visitors to the school? Are open evenings and other events which parents or carers attend held in an accessible part of the school?

Is information available to parents, visitors, pupils and staff in formats which are accessible if required? Is everyone aware of this?

Are procedures for the election of parent governors open to candidates and voters who are disabled?