



Accessibility Plan

Equality Statement

Centre Academy East Anglia is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. We provide a safe, supportive and welcoming environment.

| | |
|-------------------|---------------|
| Review Date: | February 2025 |
| Last Review Date: | February 2024 |
| Held on website: | Yes |

Signed by Chair of Proprietor Body

Signed:

Chair of Proprietor Body

A handwritten signature in blue ink, appearing to read 'R. Murphy'.

Mr R Murphy

Date: 01/02/2024

Centre Academy East Anglia is committed to safeguarding and promoting the welfare of children and young people and expects all staff to share this commitment.

Introduction

The 2010 Equality Act and the SEND code 2015 cover discrimination in education. It requires that disabled pupils should not be treated less favourably, without justification, for a reason which relates to their disability. It also requires that reasonable adjustments are made so that disabled pupils are not put at a substantial disadvantage compared with pupils who are not disabled. The management and governance of the school as the responsible bodies must prepare:

- (a) an accessibility plan;
- (b) further such plans at such times as may be prescribed

CAEA has made alterations and improvements over the years to improve access to all areas of the school, and all new builds or major structural improvements, are all designed with disabled access in mind. The main building is hundreds of years old and as such has made improvements harder to accommodate than newer additions such as the portakabins/container buildings and Coach House. Due to the age and construction of the main school building it is unlikely the school would be able to cater adequately for wheel chair users in this building.

A three-year plan has been devised (reviewed annually), to further improve access and facilities for disabled pupils and visitors:

- Increasing the extent to which disabled pupils can participate in the **school curriculum**;
- Improving the **environment**, wherever possible, to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery of all written **information**, instruction and set tasks, making sure it is differentiated for all pupils to access.

The plan is attached, showing how the school will address the aims identified following an accessibility audit.

ACCESSIBILITY PLAN - CAEA

| Aim | Timescale if applicable, and review date | Finance | Responsibility | Monitoring | Success Criteria |
|---------------------------------------|--|---------|----------------|-----------------------|---|
| COMPLIANCE WITH THE EQUALITY ACT 2010 | | | | | |
| Compliance with the Equality Act 2010 | February 2025 | N/A | Proprietor | SMT & Governing Board | <ul style="list-style-type: none"> ➤ age. ➤ disability. ➤ gender reassignment. ➤ marriage or civil partnership (in employment only) ➤ pregnancy and maternity. ➤ race. ➤ religion or belief. ➤ sex. <p>The above are the protected characteristics in the Act. Inspections of CAEA show that these are respected and protected. CAEA has not had any incidence where a complaint surrounding these has been raised. All stakeholders in the school have equality of access and opportunity at the school.</p> |

| ADMISSIONS | | | | | |
|---|---------------|-------------|----|-----------------------|--|
| Ensure admissions documentation is accessible to all, and that the wording of all school documentation and policies makes provision for disabled pupils and is not unintentionally discriminatory | February 2025 | N/A | LW | SMT & Governing Board | <p>Written policies are accessible to all. Documentation is written in accessible, jargon-free language.</p> <p>Policy wording is not discriminatory.</p> <p>Policy wording does not unintentionally cause offence.</p> |
| Thoroughly consider and plan for the needs of the pupil prior to entry (linked to curriculum as well as physical access) | February 2025 | As required | LG | SMT & Governing Board | <p>Before entry all aspects of need resourced in line with EHCP and parent/guardian meeting information. Most of our students attend taster days allowing for any unforeseen issues to be resourced prior to actual start date.</p> <p>Communication with the parent/guardian on the plans will be clearly communicated.</p> <p>Where a pupil is known to be a school refuser/EBSA a transition plan is put in place.</p> <p>Please Refer to the CAEA SEN Information Report</p> |

| |
|--|
| <p>ACCESSIBILITY TO BUILDINGS</p> <p>The Main Building is accessible to all pedestrian students</p> |
|--|

| |
|--|
| <p>ACCESSIBILITY TO BUILDINGS</p> <p>The Main Building is accessible to all pedestrian students</p> |
|--|

| | | | | | |
|---|--|---|--------------|-----------------------|--|
| <p>Fire evacuation drills cater for all needs, including any disabled users.</p> <p>Fire Marshals undertake their duties.</p> | February 2025 | £1000 - training | Site Manager | SMT & Governing Board | All pupils, visitors and staff are aware of fire evacuation procedures; all pupils and staff will have rehearsed (termly) and know fire evacuation procedures; all pupils, visitors and staff will have appropriate support to ensure safe evacuation. |
| <p>Main Building Accessibility Improvement.</p> <p>The main building at it's core is hundreds of years old and has been added onto over the years. While access to the building is available step free via the Front and Side door the Arches entrance is not wheelchair friendly.</p> <p>To access the classrooms upstairs is not possible for non-pedestrian students as there is no lift or stair lift. At present any child who could not access these rooms would only be accepted if their curriculum needs could be met in other areas of the school.</p> <p>The dining room has been expanded both with a Quiet Room and now with the Arched area enclosed</p> <p>The concrete paths by the Portakabins are being disturbed by tree roots causing uneven surfaces.</p> | <p>February 2025</p> <p>Completed 2023 with Arches enclosed</p> <p>Ongoing</p> | <p>General Maintenance budget</p> <p>Dining room extension - £15000</p> <p>Concrete path repair - £3000</p> | Site Manager | SMT & Governing Board | <p>All staff will be aware of needs and ensure accessibility arrangements, where reasonable, are made and adhered to.</p> <p>All visitors, staff, families and pupils have full access to the schools, classrooms, toilets, changing and shower facilities with reasonable adjustments made, wherever necessary.</p> <p>Post the identified works if the areas are more accessible the work will have been successful.</p> |

| | | | | | |
|---|---------------|-------------------------------|--------------|-----------------------|---|
| Recreational facilities and trips to be planned for with 'access for all' as a priority. | February 2025 | Budget available as required. | Site Manager | SMT & Governing Board | All pupils able to access play and recreational facilities and other areas. Risk Assessment for trips will include specific consideration for pupils who may require disabled access. |
|---|---------------|-------------------------------|--------------|-----------------------|---|

| ACCESS TO THE CURRICULUM | | | | | |
|---|---------------|-------------|-----|-----------------|---|
| The schools' CPD to be used effectively to develop staff skills and understanding of the pupils' needs and how to ensure real inclusion and facilitation of access for all. | February 2025 | As required | SMT | Governing Board | <p>Staff aware of the needs of all pupils and how to support access to classroom and curricular activities</p> <p>Performance management, supervision and training enhance staff understanding of need and support accessibility to curriculum.</p> |
| A balanced and relevant curriculum accessible to all pupils (as is reasonable and practical) | February 2025 | As required | SMT | Governing Board | <p>Skills of specialist staff are utilised to support access to a balanced and relevant curriculum</p> <p>Timetable is completed to provide appropriate time allocations for a balanced and relevant curriculum</p> <p>Curriculum takes into account, where reasonable and practical, the accessibility requirements and needs of pupils (location, skills of staff, needs of pupils)</p> |
| <p>Maintain a strong focus on the need to differentiate work for all pupils</p> <p>CAEA's teacher pupil ratio of <4:1 and class sizes not above 10 allows for this to take place without TA's.</p> | February 2025 | As required | SMT | Governing Board | <p>Lesson planning reflects and highlights individual needs</p> <p>Progress plans support access to all lessons (as reasonably possible)</p> <p>Appropriate resources are available to access the curriculum as reasonable and as required.</p> |

| | | | | | |
|--|---------------|-------------|-----|-----------------|---|
| Provision of technology in classrooms to meet the learning needs of all pupils | February 2025 | As required | SMT | Governing Board | All pupils and staff have access to supportive technologies in order to maximise their access and engagement with the full curriculum offer. This includes laptops, desktops and projectors as well as tablets where requested. |
| Plan for an inclusive sports programme so that all pupils have access to physical activity. Review access to physical education and games programmes to allow all pupils to participate, where possible, in sport | February 2025 | As required | VS | Governing Board | All pupils have equal access to activities that support health and well-being |

| POLICIES, PROCEDURES, PRINCIPLES & WRITTEN STATEMENTS OF INTENT | | | | | |
|---|---------------|-------------|-----------------|----------------------|--|
| Disability Awareness to be reflected and considered when developing all school policies, procedures, principles and statements; taking into consideration the needs of all stakeholders. | February 2025 | As required | Proprietor | Governing Body | School policies & procedures reflect the needs of all stakeholders, can be accessed by all and support the development of access for all (specific attention given to behaviour, anti- bullying and curriculum) |
| MEDICAL | | | | | |
| Assess pupils' health needs and identify resources required to meet those needs prior to transition/starting at CAEA. This is accomplished via a medical information form which is resent termly. | February 2025 | As required | Head of Medical | SMT & Governing Body | Specialist equipment as is practical and reasonable in place at least two weeks before pupil's start date, plan of action and appropriate risk assessments and pupil progress plan in place and shared |
| Training for teachers on specific special needs and in first aid | February 2025 | As required | LG | SMT & Governing Body | At least 2 first aiders on site with 4 members of staff trained. All staff aware and trained in the relevant special and additional needs areas of our pupils and in specific areas if pupil referrals demonstrate these areas of special need/disability |

| RECREATIONAL ACTIVITIES INCLUDING TRIPS | | | | | |
|---|---------------|--------------------|--------------|----------------------|---|
| Ensure that trips out of school for pupils are planned with the abilities of all pupils in mind to ensure inclusion as far as possible | February 2025 | Case by case basis | LG | SMT & Governing Body | All pupils (as considered reasonable) able to attend. Alternative equivalent experiences in place for those who cannot complete the main event |
| Ensure that transportation is suitable. The current minibus fleet is not wheelchair accessible. Fleet upgrade is planned on an ongoing basis and the next purchase will be made with this addition in mind. | February 2025 | As required | Site Manager | SMT & Governing Body | Ensure the minibus fleet is capable of providing transport for all the pupils accepted into the school. |
| ACCESS TO WRITTEN INFORMATION | | | | | |
| Provide larger print handouts to pupils where necessary including information and worksheets | February 2025 | As required | LW | SMT & Governing Body | Pupils with disabilities have full access to everything written that other pupils have access to |
| Provide information to pupils in a format which meets their needs | February 2025 | As required | LW | SMT & Governing Body | All pupils have access to technology and other materials in accordance with their EHCPs and pupil progress plans |
| Where required & requested, provide school newsletters, letters and other information made available for pupils, families and staff in an alternative form when requested. | February 2025 | As required | LW | SMT & Governing Body | All stakeholders able to access newsletters, letters and any other information made available |

References

Equality Act 2010 - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf
SEN Information Report - <https://www.centreacademy.net/wp-content/uploads/2022/12/CAEA-SEN-Information-ReportD22-1.pdf>
SEND code 2015 - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Notes

‘Accessibility for All’ in the trip risk assessment.