

# Accessibility Plan



|                            |                                   |                        |
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| Reviewed and Approved by:  | Governing Body                    |                        |
| Date Updated:              | May 2024                          |                        |
| Date for next Review:      | March 2027                        |                        |
| Signed by<br>Name Printed: | Chair of Governors<br>Kirsty Bull | Headteacher<br>Jo Hall |
| Signed:                    | Kirsty Bull                       | Jo Hall                |
| Date:                      | May 2024                          | May 2024               |

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## 1. Aims

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 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

Our Aims:

- Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
- Our school aims to meet its obligations under the Public Sector Equality Duty (PSED) by having due regard to the need to:
- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Guidance from North Yorkshire around Equalities and Diversity:

"Working towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available for all; a society in which strong and positive relationships exist and continue to be developed in the workplace, in schools and in the wider community."

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

## **2. Legislation and guidance**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), '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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## **3. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Governing Body.

It will be approved by the Governing Body.

## **4. Action plan**

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

| AIM | CURRENT GOOD PRACTICE | OBJECTIVES | ACTIONS TO BE<br>TAKE | PERSON<br>RESPONSIBLE | DATE TO<br>COMPLETE<br>ACTIONS BY | SUCCESS<br>CRITERIA |
|-----|-----------------------|------------|-----------------------|-----------------------|-----------------------------------|---------------------|
|-----|-----------------------|------------|-----------------------|-----------------------|-----------------------------------|---------------------|

| AIM  | CURRENT GOOD PRACTICE  | OBJECTIVES  | ACTIONS TO BE TAKE   | PERSON RESPONSIBLE  | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA   |
|--|--|---|--|---|-----------------------------|--|
| Increase access to the curriculum for pupils with a disability | <p>Our school offers a differentiated curriculum, aiming to meet the needs of all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum resources include examples of people with disabilities</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to make sure it meets the needs of all pupils</p> | <p>Ensure all pupils can access the curriculum</p> <p>Ensure all pupils have the resources they need to access the curriculum</p> <p>Ensure resources reflect the diversity of the school community, the local community and the national community</p> <p>Training for staff Summer Term 2024</p> <p>Curriculum review summary Summer 2024</p> | <p>Evaluate the access of all pupils to the curriculum - audit throughout 2023 - 2024</p> <p>Audit of resources throughout 2024</p> <p>Consider choice for children and independence, enabling them to select tasks and approaches which match their needs</p> <p>Audit of books to be undertaken by Reading Ambassadors with parental involvement invited</p> | <p>JH SENDCO</p> <p>CL Curriculum Lead</p> <p>Class teachers</p> <p>Class teachers</p> <p>JH SENDCO</p> <p>TC</p> <p>CL, JH</p> <p>CL, JH</p> | September 2024              | <p>Children with a disability are able to access the curriculum and to engage in learning</p> <p>Children have resources which enable access and engagement</p> <p>Resources reflect the diversity of society</p> <p>Books to offer “windows and mirrors” and to reflect the diversity of our society, with characters and protagonists representing those with protected characteristics.</p> <p>Teachers are ambitious for all children and track their progress, taking steps to develop and improve provision</p> <p>Curriculum reviews evidence reflection and adaptation as the needs of children change</p> |

| AIM  | CURRENT GOOD PRACTICE   | OBJECTIVES  | ACTIONS TO BE TAKE   | PERSON RESPONSIBLE                        | DATE TO COMPLETE ACTIONS BY | SUCCESS CRITERIA  |
|--|---|---|--|---|-----------------------------|---|
| Improve and maintain access to the physical environment          | <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Shelves at wheelchair-accessible height</li> </ul>        | Pupils and parents with disabilities can access the school environment  | <p>Audit the environment</p> <p>Consider access to the Hub</p> | <p>Jo H - HT</p> <p>LJ - Operations</p>   | Ongoing                     | All children can access the school environment and participate fully in school life             |
| Improve the delivery of information to pupils with a disability  | <p>Our school uses a range of communication methods to make sure information is accessible. These can include:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Braille</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> </ul> | Pupils with a disability can access information via appropriate adaptation  | Audit of communication in and around school                    | <p>JH – SENDCO</p> <p>LJ – Operations</p> | Audit March 2025            | All stakeholders can access information and feel fully informed as part of the school community |
| Improve the delivery of information to parents with a disability | Support given to parents and carers who have a disability eg. admin staff work with parents to complete permission forms  | Parents and carers with a disability can access information and engage in their children's learning with appropriate adaptation and support | Parent and carer questionnaires and feedback                   | <p>JM – SMB</p> <p>LJ - Operations</p>    | Ongoing                     |   |