



Accessibility Plan For North Rigton CE School

History of document: To be reviewed annually and re-approved every three years, or sooner if deemed necessary.

Issue number	Author	Date written	Approved by LGB	Comments
1	Amber Andrews	1/2/2019		

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Yorkshire Causeway Schools Trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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

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

The Trust and its schools support any available partnerships to develop and implement the plan.

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

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	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 for 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 ensure it meets the needs of all pupils.</p>	<p>Increase confidence of all staff in differentiating the curriculum</p> <p>Use ICT including iPads to support learning</p>	<p>Be aware of staff training needs on curriculum access</p> <p>Assign CPD for dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and differentiation</p> <p>Online learning modules if required</p> <p>Investigate apps to support learning for children with SEN</p>	SENCO	<p>Sep 2021</p> <p>Sep 20</p>	<p>Raised staff confidence in strategies for differentiation and increased pupil participation</p> <p>Wider use of SEN ICT resources in classrooms</p>
Improve and maintain access to	<p>The environment is adapted to the needs of pupils as required.</p>	<p>The school is aware of the access needs of disabled pupils, staff,</p>	<p>To create access plans for individual disabled pupils as part of the</p>	SENCO	Sep 20	<p>Provision Maps in place for disabled pupils and all staff</p>

<p>the physical environment</p>	<p>This includes:</p> <ul style="list-style-type: none"> • Disabled entrance • Corridor width • Disabled toilets and changing facilities • Shelves at wheelchair-accessible height 	<p>governors, parent/carers and visitors</p>	<p>Provision Map process when required</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate</p> <p>Consider access needs during recruitment process</p> <p>Reposition school office to provide wheel chair access to school.</p> <p>Introduce disabled parking</p>	<p>SBM</p>	<p>Sep 20</p>	<p>aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues</p> <p>New office location</p> <p>Parking bay in place</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Use of ipads 	<p>Ensure all children receive information in the most appropriate format.</p>	<p>Review communication methods for children with SEN as part of Provision Map process.</p> <p>Procure specialised resources as required and identified in provision maps</p>	<p>SENCO</p>	<p>Sep 20</p>	<p>All children have access to information in most appropriate format according to their individual needs</p>

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 storeys – One classroom, staffroom, learning hub and office on first floor	Relocate office to ground floor to provide wheelchair access. If a child with a wheel chair is admitted to the school, ensure their classroom is always on the ground floor.	SBM/Head	Sep 2020
Corridor access	Corridor width suitable for wheel chairs	Ensure corridors are kept free from obstruction at all times	SBM	Ongoing
Lifts	none	N/A		
Parking bays	No disabled parking bays	Install disabled parking bay	SBM	Sep 2020
Entrances	Main entrance currently accessible via intercom to school office on upper floor	Short term - Ensure intercom is in good working order to ensure disabled access at all times. Long term - Relocate school office to ground floor to provide wheelchair access	SBM	Sep 2020
Ramps	None	N/A		
Toilets	Disable toilet in place	Ensure toilet is accessible at all times	SBM	Ongoing

Reception area	On first floor, currently inaccessible to wheelchair users	Relocate school office to ground floor to provide wheelchair access	Head/SBM	Sep 2020
Internal signage	In place	N/A		
Emergency escape routes	In place	Ensure routes are free from obstruction at all times	SBM	Ongoing