



Accessibility Plan

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Next Review Date: September 2025

ACCESSIBILITY PLAN and AUDIT

Introduction

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day-to-day life of our school and benefit from the educational experiences and services we provide. We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a 'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.' This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities.
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

- School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

The Responsible Body

In maintained schools, the Governing Body must prepare:

- an accessibility plan;
- further such plans at such times as may be prescribed.
- An accessibility plan is a plan for, over a prescribed period—increasing the extent to which disabled children / young people can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled children / young people are able to take advantage of education and associated services provided or offered by the school; and
- improving the delivery to disabled children / young people:
 - (i) within a reasonable time, and
 - (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for children / young people who are not disabled.

An accessibility plan must be in writing.

During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it. It is the duty of the responsible body to implement its accessibility plan.

The Statutory Policies for Schools (Sept 2014) states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the Headteacher.

Other relevant legislation, regulations & guidance:

- Children & Families Act (2014)
- The Special Educational Needs & Disability Regulations (2014)
- The SEND Code of Practice (revised April 2015)
- Supporting pupils at school with medical conditions (2014)

- Working Together to Safeguard Children (2013)
- Reasonable adjustments for disabled pupils (2012)
- Disability Discrimination Order (2006)
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
- The Children Act 1989 Guidance and Regulations Volume 2 & 3
- DfES “Accessible Schools: Planning to increase access to schools for disabled pupils”
- Health Standards (England) Regulations 2003

Ethos

At Slingsby each child in our school is valued and encouraged to achieve in a holistic and inclusive environment; in a happy, secure and family environment. We will provide access to a high-quality education, ensuring firm foundations upon which our children can build their lives. We will further raise standards through a close partnership between school and our families in a relationship that always puts the needs of our children at the heart of all we do. We recognize every child as an individual, promoting self-esteem, independence, respect and responsibility. We encourage children to be proactive in their learning by helping them to understand what they are good at and what they can do to get better. We promote a ‘can-do’ culture and teach children that making mistakes can help us learn.

We have high expectations of ourselves and we encourage high standards in all that we do.

At our school we value:

- Honesty, fairness and trust
- Kindness and consideration for others
- Politeness and good manners.

Our school actively supports and promotes equal opportunities for all children regardless of background, ability, gender or race. It is our policy to be inclusive rather than exclusive and we will celebrate the successes of all our children. We believe in the unique value of individual human beings.

How the plan will be shared

This accessibility plan will be made available primarily through the school’s website.

Internal and external monitoring procedures

Internal monitoring: The Headteacher will be responsible for implementing the actions within this plan. Progress will be monitored through ongoing procedures for auditing health and safety routines, along with link governors.

External monitoring: It is envisaged that the contents of the plan would be shared with local authority officers as part of external compliance monitoring. The Plan may also be monitored by Ofsted as part of their inspection cycle.

Training

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability, discrimination and the need to inform attitudes on this matter.

Supporting partnerships to help develop and implement the plan; the school will work in partnership with the local authority, where appropriate, in developing and implementing this plan, along with any other external agency which may be involved in catering for children's needs

AIM	CURRENT GOOD PRACTICE (Established practice & practice under development)	OBJECTIVES (Short, medium & long term objectives)	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPILE ACTIONS BY	NOTES
Ensure all pupils with a disability access the curriculum on an	Differentiated curriculum for all pupils.	School to ensure there is an qualified 'in-house' SENDCO in order to provide onsite expertise.	Mrs. C. Jordan to complete NASENDCO training qualification	Headteacher	July 2023	Qualification obtained by Mrs. C. Jordan in July 2023.

equal basis with their peers.	Equal access to all off-site trips, events and excursions.		at St. John's University.			
	<p>Equal access to before and after-school provision/clubs.</p> <p>Additional staff employed to provide support when needed.</p> <p>The curriculum is reviewed to ensure it continues 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. Curriculum progress is tracked for all pupils. Regular meetings with occupational therapists, social workers and S&L, physiotherapists; as well as SEND hub expertise.</p>	Identify training for staff so that they are better able to support pupils with additional needs through quality first teaching.	<p>Access NYES and SEN support to identify quality providers.</p> <p>All staff access the Educare training suite.</p> <p>Identify further opportunities to work alongside local SEND initiatives to upskill staff knowledge and strategies.</p>	Headteacher & SENDCO	Actioned 2019. All new staff receive logins.	Completed training spreadsheet available via school office.
		All pupils with SEND are identified promptly and provided with achievable SMART targets detailed within their IPM (Individual Provision Map). Within the IPM, there is clear	Develop a clear provision pathway for early identification of SEND.	Sept 23	SENDCO	IPMs in place.

		evidence of pupil and parent voice.				
		Develop clearer lines of communication and information sharing with staff, supply cover teachers, peripatetic music tutors and sport coaches.	<p>Pupil profiles to be written and stored in the school office. These succinctly detail additional needs and support required.</p> <p>Develop more formal weekly staff-meeting agenda to include SEND update from SENDCO.</p> <p>Timetable an additional teaching assistant staff meeting.</p>	<p>Sept/Oct 22</p> <p>Sept 22</p> <p>Sept 23</p>	SENDCO	In place and refined.
		Curriculum plans need to include more detail in regard to provision which is in place for SEND pupils.	Subject leaders to include SEND provision information in curriculum subject documentation.	Autumn 23	SENDCO Subject Leaders	
		Reintroduce moderation meeting with local schools in the Howardian Alliance to share good practice in relation to the	Headteacher to meet with local headteachers and draw up programme of joint moderation meetings for the year.	Autumn 2023	Headteacher	Timetable of moderation dates drawn in September 2023.

		curriculum and SEND.				
		Audit current resources for individual needs and purchase any resources needed.	Following audit, school to purchase: -Writing slopes -Additional IT equipment inc laptops for individuals, reading pens and headphone/mic sets -Talking tins	Ongoing	SENDCO	Equipment purchased. Further equipment required to meet needs of individual.

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Ensure all pupils with a disability access the physical environment on an equal basis with their peers.	Building and grounds are fully accessible to all; including ramp to the reading rooms (Class 4) which provides access to disabled toilet	Continue to audit physical environment and access points.	Continue to evaluate and review physical accessibility through regular H&S monitoring walks; regular meeting with H & S Advisor and	Headteacher, SENDCO and School Business Managers.	Ongoing in preparation for new September starters.	

	<p>facilities; ramp in place for access to upper playground area.</p> <p>Disabled toilet in main building (Class One).</p> <p>Shower and bath facilities on upper floor.</p> <p>Each school year, classes/individuals are placed in the classroom most suited to their needs.</p> <p>Regular visits from H&S advisor.</p> <p>School is single level (in learning areas) so accessibility remains good.</p>		<p>SEND Local Authority visits.</p> <p>Headteacher report to governors to include section on premises development.</p> <p>Write personal evacuation plans as part of individual risk assessment where required.</p>			
		<p>Make further adaptations required for 2023-2024 academic year (pupil with further SEND requirements)</p>	<p>Further tarmac top of driveway area to make level and prevent tripping; and make more wheelchair/buggy friendly.</p> <p>Need for further additional self-cleaning toilets to be fitted in the Reading Rooms and Class One.</p> <p>Need for bespoke handwash facilities in Reading Rooms and Class One.</p>	<p>Headteacher & School Business Managers (communication with site manager and logistics).</p>	<p>Adaptations to driveways and toilet areas to be in place for September 2023.</p>	<p>All adaptations complete and installed.</p> <p>Automatic handwash dispensers also now fitted.</p>
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<p>Ensure all pupils with a disability access information on an equal basis with their peers.</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes: -Internal signage -Large print resources -Pictorial or symbolic representations.</p> <p>A minimum of 2 face-to-face parents' evening appointments per academic year.</p>	<p>Improve information sharing between home and school.</p>	<p>Update website to ensure information is easily accessible for all.</p>	<p>SENDCO</p>	<p>Sept 22 & ongoing audit/review cycle.</p>	
		<p>Introduce termly IPM review meetings.</p>	<p>SENCO to work alongside Class teachers to arrange mutual convenient meeting date/times.</p>	<p>SENDCO</p>	<p>Sept 23</p>	
		<p>Introduce more streamlined and robust reporting systems between the SENDCO and Headteacher via CPOMS electronic Systems.</p>	<p>SENCO (Deputy DSL) should have full access to CPOMS to monitor SEND requirements.</p>	<p>SENDCO</p>	<p>Sept 23</p>	
		<p>Develop 'Quiet/safe' spaces for emotional regulation.</p>	<p>SENDCO to audit needs and work with class teachers to ensure these are accessible for all.</p>	<p>SENDCO</p>	<p>October 2021</p>	

This document will be reviewed every three years but may be reviewed more frequently if necessary.