

Accessibility plan

Yattendon School



Approved by:	School Committee	Date: 23 rd September 2024
Last reviewed on:	20/09/2024	
Next review due by:	20/09/2027	

Contents

1. Aims	2
2. Legislation and guidance	2
3. Action plan	3
4. Monitoring arrangements.....	8
5. Links with other policies.....	8

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 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.

Yattendon is a 'Values School'. At Yattendon, we recognise the importance of children developing a strong moral construct through British Values. We feel this is fundamental to children's relationships with themselves - their self-esteem - and their relationship with others, with their community and with the environment. From our experience, if children have a solid foundation of core values it is likely that they will be far better prepared to meet life in modern Britain.

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.

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.

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.

Target	Action/roles	Timeframe	Outcome/success criteria
Monitoring:			
To invite parental representation to inform review and forward planning	➤ HT to invite parental comments / participation via questionnaire and newsletter	on-going	Responses considered / included in review and planning processes
To gather and monitor data on disabled pupils and their attainment and progress levels	➤ Survey parents on current disabilities. ➤ Monitor progress and attainment of identified individuals and groups (class teachers and assessment co-ordinators) ➤ Monitor the attendance of identified individuals and groups and their participation in after school activities.	S on-going	Data collated & monitored Appropriate action / targeting of support
To encourage appointees to indicate at induction whether they consider themselves disabled.	➤ Ensure compliance with SCC guidelines on employment and recruitment (HT/ Bursar)	At time of recruitment	Data gathered as appropriate
Recruitment:			
To interview all applicants with a disability who meet the minimum criteria for a job vacancy and to consider them on their abilities	➤ 100% compliance with SCC guidelines by Headteacher and Governors	At time of recruitment	Recruitment process complies with SCC guidelines
To ensure that at least once a year disabled employees are offered the opportunity of a meeting with their line manager to discuss needs for adjustments and their development	➤ 100% compliance by Head Teacher as part of the Appraisal process	At Appraisal meetings	Meetings with line manager take place in review cycle.
To make every effort when employees become disabled, to ensure they stay in employment	➤ 100% compliance with requirements of the DDA ➤ Meeting with line manager to discuss needs of employee	As needs arises	Employee remains in employment

	➤ Take reasonable steps to adjust working environment to support these needs ➤ Enlist support of SCC personnel consultant as appropriate		
Target	Action/roles	Timeframe	Outcome/success criteria
Access to the curriculum:			
To ensure that disabled pupils are supported to <u>achieve</u> through the provision of appropriate support	➤ Target appropriate resources ➤ Ensure that teaching and support staff are aware of appropriate resources. ➤ Use of external agencies / expertise: SALT, PT, OT, EP, STIP teaching services, etc. ➤ Tracking of disabled pupils via SEND tracking processes ➤ Provide access to computer technology appropriate for pupils with disabilities ➤ To provide specific training to meet the needs of disabled pupils	On-going Updated termly	Meetings held with teaching and support staff and parents. Appropriate deployment of support staff. Provision Map shows interventions
To raise awareness of staff to inclusion issues and barriers to learning; to ensure differentiation within curriculum planning.	➤ Differentiated teaching and learning styles catered for so that all children can achieve and there are high expectations of all pupils ➤ Ensure that all teachers and LSAs have the necessary training to support children with disabilities ➤ Ensure all children have suitable equipment and furniture to enable them to access the curriculum. ➤ Explore alternative ways of recording ➤ Differentiated assessments	On-going	Staff awareness raised in support of effective teaching and learning

To ensure that Equality issues are incorporated in the school ethos. To ensure that learning promotes equality, as defined in the Equality Act 2010. To raise children's awareness of disability	➤ Assemblies to explore issues of inclusion and equality. ➤ Positive images of disability to be displayed. ➤ Literature / resource books / posters to include positive images of disability ➤ Guests to be invited to Y Factor week who have succeeded despite their disability. ➤ Relevant anaphylactic training for all staff in use of epi-pens and in supporting children with epilepsy and asthma. Advanced First Aid training to be gained by all willing staff. ➤ Talks by school nurse and staff to children about epilepsy and other conditions as relevant to year group / school. ➤ Introduce aspects of SEAL programme (<u>S</u>ocial and <u>E</u>motional <u>A</u>spects of <u>L</u>earning) integrated as appropriate with existing programme of PSHE and SMCS.	On-going	Children have a greater understanding and are aware of diversity within their own community and beyond. Children have access to a range of resources which demonstrate a positive image of disability. Staff awareness and understanding of disability issues increased. Children's awareness & understanding of disability issues increased.
Access to the physical environment:			
To ensure that disabled pupils, staff, governors, parents/carers and visitors can access the facilities and support they require	➤ Audit facilities and keep under review e.g. via health & safety monitoring visits. ➤ Designated disabled parking bay in staff car park. ➤ Disabled toilet downstairs and upstairs. ➤ Lift installed to give access to IT and library facilities on the first floor ➤ Two disabled Refuge points on the first floor which can be found outside the lift and the upstairs disabled toilet	On-going	Information gathered used to plan for reasonable adaptation of facilities when necessary
To ensure that the outside areas are accessible to all.	➤ Incorporate needs / interests of ALL pupils in ongoing grounds development project – consider	On- going	Inclusive programme of use of outdoor

	disability access issues (grounds development co-ordinator)		areas
To ensure that all future building projects include full disability access.	➤ Accessibility audit as part of infra-structure development planning ➤ Maintenance of existing accessibility features e.g. ramps, disabled toilet facilities and lift. ➤ Particular targeting of class-base deployment in the light of pupil accessibility issues e.g. ground floor rather than first floor class base	On-going As required	Information gained used to inform review of plans and maximise full disability access to all.
Health and Wellbeing:			
To ensure that disabled pupils know how to be healthy. To ensure that all pupils are encouraged to take part in music, drama and physical activities.	➤ To be included in Healthy Schools Annual Audit. ➤ Healthy Schools status achieved and silver status to be applied for. ➤ To focus on health and well-being of disabled pupils.	As part of Healthy Schools monitoring cycle.	Disabled pupils know how to be healthy
To ensure that disabled pupils are not victims of bullying or harassment	➤ Consider issues in relation to vulnerable groups / individuals in review of Anti-Bullying policy and Behaviour Policy.	As part of Review cycle and	Policies updated. Special assemblies held.
To ensure that disabled pupils' voices are heard	➤ Consider whether School Council is representative of all children in school	Termly	School Council represents needs of all pupils
Accessibility of information:			
To enhance information sharing throughout the school community.	➤ Particular arrangements made re in-school meetings for parents requiring support with access e.g. optimum location for parent consultations ➤ Develop school website ➤ Make available large print copies of documents as required for visually impaired pupils or parents.	On-going as required	Community accessing information more easily. Facilities offered

To ensure that disabled pupils can participate in extra curricular activities	➤ Assessed on individual basis and adaptations made when necessary (extra-curricular provision co-ordinator / educational visits co-ordinator) ➤ Consultation with SCC health & safety consultant as appropriate. ➤ Targeted use of funding via Pupil Premium.	As need arises On-going	Adaptations made Extended participation in activities
To ensure that all pupils can participate in school trips and visits, irrespective of their attainment or impairment.	➤ Assessed on individual basis & provision included in Risk Assessment ➤ Consultation with SCC health & safety consultant as appropriate	As need arises	Risk assessment and adaptations made accordingly

4. 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 School Committee / The Head Teacher.

It will be approved by School Committee / The Head Teacher.

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
- SEND policy
- Supporting pupils with medical conditions policy