



# **Accessibility Plan**

## **2023-2026**

### **November 2023**

This policy should be read in conjunction with the following policies:

- Safeguarding Policy
- Child Protection
- Looked After Children Policy

<b>This Policy was adopted</b>	<b>November 2023</b>
<b>This policy is scheduled for review</b>	<b>November 2026</b>

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

\*Where the term 'parent' is used in this document, we acknowledge that the role of 'parent' may be undertaken by a guardian or carer.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

This plan outlines how the **Follifoot Spofforth Federation** aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e., the curriculum, physical environment, and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed, and revised in consultation with:

- Pupils'
- Parents.
- The Head teacher and other relevant members of staff.
- Governors.
- External partners.

## The accessibility audit

- 1.1. The governing board will undertake an annual Accessibility Audit.
- 1.2. The audit will cover the following three areas:
  - Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
  - Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
  - Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
  - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
  - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
  - **Visual disabilities** – this includes those with visual impairments and sensitivities
  - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
  - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia
- 1.4 The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5 All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6 The actions that will be undertaken are detailed in the following sections of this document.

## 1. To improve the accessibility of the curriculum for children with protected characteristics

Lead Responsibilities	What we want to improve	Aims	Actions Required	Outcomes to be achieved	Timescale
Governors Head teacher Subject Leaders	Ensure that all curriculum policies are responsive to the needs of pupils.	The needs of all pupils are considered in developing curriculum policies	As existing policies are reviewed or new ones implemented, checks are done by the lead person to ensure they take account of equitability and diversity of needs. (HT)	Our policies demonstrate consideration of accessibility for all pupils	All policies to be reviewed inline with the policy review cycle
SENCO Teachers TAs	Ensure that all staff continue to be aware of key strategies to support inclusion	<p>The school has a strong set of key practice expectations related to Inclusion.</p> <p>There is a bank of reference information for staff relating to SEND, Medical needs, EAL, including signposting available advice and support.</p>	<p>Ongoing program of training to be planned into the year for all staff relating to High frequency SEN needs (SENCO)</p> <p>Maintain and update an Inclusion Federation reference folder stored electronically. (SENCO)</p> <p>Quality induction provided for key staff to be able to support specific children (SENDCO)</p>	<p>All staff have quality awareness of strategies that are well implemented to support inclusion of learners</p> <p>All staff receive appropriate training.</p> <p>Classroom and pupil observations routinely demonstrate good inclusive practice.</p> <p>There is a bank of information accessible to staff, which includes induction information for new staff.</p>	<p>By January 2024</p> <p>Ongoing</p> <p>By January 2024</p> <p>December 2023 – updated on an ongoing basis</p>
Head teacher/SLT/ SENCO	Data reviews and Pupil Progress Meetings identify gaps in attainment and inform catch up planning with particular attention to children who are disadvantaged or have protected characteristics.	All children have access to effective timely intervention, through class-based approaches or catch-up interventions, when they need it.	<p>Development of an effective assessment tracking system with systematic reviews. (HT, Senior teachers, SENDCO)</p> <p>Clear documentation of interventions used with SMART targets and a review of interventions used. (HT, Senior teachers, SENDCO)</p>	<p>Children are on track with their learning and making good progress from their starting points.</p> <p>Intervention data shows its effectiveness.</p>	<p>By April 2024</p> <p>By April 2024</p>

			Staff have the training they need to use them. (SENDCO)		
Teachers	Planning over the year includes activities that develop understanding and acceptance of diversity	Diversity is acknowledged and celebrated, and all pupils feel valued and able to contribute to school life	The curriculum includes opportunities to explore differences positively, promoting tolerance and understanding. Embed the PHSCE curriculum Embed Mental Health and wellbeing policy Diversity week (HL)	Pupils can talk about learning strengths and differences and show tolerance and respect for each other as learners.	Ongoing
School Council leads and School Council members	School council responsibilities and role in promoting mental and health and wellbeing, though support for peers.	School council members to help children to resolve low level conflicts well and provide role models for tolerance and understanding.	Train school council members annually (School Council leads).  Anti-bullying week includes the work of supporting the work of the school council and peer support. (School Council leads)	School council have been supported to promote anti bullying.  School Council have a visible presence as ambassadors of the schools vision and values	By March 2024, school council members are actively supporting the vision and values of the federation and providing support for peers.
SENCO	Improve and further develop work to understand pupil views from different perspectives	Pupils have the opportunity to express opinions about what is going well, and not so well at school, and their views inform development of policy and practice where possible	Leaders obtain pupil views on themes such as playtimes, the school environment, accessibility of learning etc. through meetings with the school council and small groups in class. Views are fed back to the Head Teacher. (SENCO, SLT)  There is an annual consultation with SEND pupils about what works well for them and what they would like to be different. Children to participate in a walkthrough with the SENCO to discuss what they like and do not like about the school environment. (SENCO)	Pupil views have been recorded and are informing development work.	January 2024
Teachers	Making sure that all educational visits and experiences are accessible for children with SEND	To ensure that reasonable adjustments are made to enable children with different needs to participate in activities, without compromising the	Teachers identify special arrangements including use of social stories, checklists, visual support, pre-teaching, and adjustments to organisation in order to meet needs of specific pupils when necessary. (teachers)	All children have opportunities to take part in school visits and experiences.	Ongoing

		opportunities for other learners.			
IT lead SENCO Teachers	Improved access to IT to support children with additional needs	To ensure that where IT can enhance access to learning for pupils, we are exploiting this as fully as possible.	Appropriate Apps and technology are purchased to support learning (SENDCO)  Ways in which IT can be used to enhance learning is included in SEN Support Plans when appropriate and adjustments are made by staff. (SENDCO)	There is a greater use of IT to support learning, evidenced through SEN Support Plans, learning in the classroom, observations, and practice. Teachers have the skills to make simple adjustments themselves.	Summer 2024

**2. To improve the physical environment of the school to enable pupils and adults with protected characteristics to access education and associated activities.**

<b>Lead Responsibilities</b>	<b>What we want to improve</b>	<b>Aims</b>	<b>Actions Required</b>	<b>Outcomes to be achieved</b>	<b>Timescale</b>
Head Teacher Governors	Improved accessibility of the physical environment.	To develop a short/medium/long term plan for improvements to the physical accessibility of the environment	Governors to complete a new accessibility audit and identify areas for development. Identify approximate costings. Produce a 3-year plan for improvement (Governor Leads)	The plan is in place and is starting to be implemented	Summer 2023
SENCO TAs	Availability of accessible spaces for children for self-regulation and support.	To provide an area in each school with calming sensory equipment, accessible to children with sensory difficulties and SEMH needs.	Working within the school environment to plan and adapt suitable areas for accessible spaces. (SENDCO)  Looking for sources of funding as needed. (SENDCO)  Training for staff on sensory needs. (SENCO)	The areas in each school are functional and well equipped.	Summer 2024
SENCO TA's School Council	Sensory planting areas at each school	To create small sensory garden areas for pupils at each school	Look for sources of funding and improvement. (School council leaders and SENCO)	Each school has an area of planting including texture, colour and scent, and a quiet space to sit	Summer 2024

### 3. To ensure that everybody can access school information equitably.

Lead Responsibilities	What we want to improve	Aims	Actions Required	Outcomes to be achieved	Timescale
Admin staff HT/SENCO Govs	<p>Access to information on the school website.</p> <p>Effective communication with parents and community.</p> <p>Access to information for pupils, parents, carers for whom English is additional language.</p>	<p>Information on the school website is easily accessed according to users.</p> <p>The school makes itself aware of the services available through the LA for converting written information into alternative formats</p> <p>Use of Website translator</p>	<p>Key documents intended for parents' information are checked for Readability score through Word as they are revised and renewed. (Admin team) and edited by author if too complex.</p> <p>Information on website includes that large print documents are available on request. (Admin)</p> <p>Explore the feasibility of including a 'Read it to me' button for documents on website (Admin)</p> <p>A group of parent volunteers are recruited to explore key document accessibility and provided with feedback sheets. (HT/SENCO)</p> <p>Annual website compliance check completed (Admin/Govs)</p>	<p>There is a clear and consistent format for presentation of policies and documents.</p> <p>Feedback suggests the information on the website is easily accessed.</p> <p>The website information is compliant with statutory requirements</p>	Summer 2023
SENCO & Teachers and TAs	Signage in and around the school is clear for both children and adults.	<p>The use of symbol supported signage around the school site improves accessibility of information.</p> <p>There is good signposting to each school from nearby.</p> <p>The signs and notices around the school are minimised to reduce clutter and are up to date.</p>	<p>Signs and labelling within classrooms and the school environs include symbol support. (Teachers/TAs)</p> <p>Signage and information outside school is regularly checked to ensure it is relevant, uncluttered and clearly displayed. (Admin)</p>	<p>Signs are clear and consistent around the school site.</p> <p>Irrelevant or out of date information is removed promptly.</p>	Ongoing



<p>HT/SENCO Admin staff Teachers</p>	<p>Health Care plans and other important pupil information is used well.</p>	<p>There are individual plans in place for relevant children in relation to health care needs, medication personal care needs and toileting.</p>	<p>Review all children to ensure that we have identified all cases where this may be required. (Admin/SENCO/HT)</p> <p>Ensure that staff know about these plans and where they are kept and apply them. (Admin/SENCO/HT)</p>	<p>Plans for relevant children are reviewed at least 6 monthly, use current guidance, and are stored sensitively</p>	<p>Ongoing</p>
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