



Sutton in Craven Church of England Primary School

Accessibility Plan

Three year period covered by this scheme: Summer 2019 – Summer 2022

Purpose of this plan

At Sutton in Craven CE Primary School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We are also committed to developing a culture of awareness tolerance and inclusion.

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.

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.

Objectives

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant actions to:

- ❖ Improve and maintain access to the physical environment of the school.
- ❖ Increase access to the curriculum for pupils with a physical disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils. This includes both teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- ❖ Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks, letters and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Admissions policy
- Behaviour Policy
- Anti-Bullying Policy
- Health & Safety Policy
- SEND Policy
- Teaching and Learning Policy
- Equalities scheme

When children enter school with specific disabilities, the school works in closely with the local authority support services for advice and guidance. If children who have an Education Healthcare Plan (EHCP) are admitted, arrangements begin with a transitional review, which a member of the school attends. For children with a disability, in addition to information provided by pre-school settings, other primary schools and parents are asked to give details.

Responsibility

The governors will be responsible for monitoring, evaluating and reviewing the school's Accessibility Plan. The plan will be reviewed annually at FGB meetings. The Headteacher will be responsible for the plan's day to day implementation.

Reporting

Progress of any priorities will be reported to the Full Governing Body at least once a year.

Access to the plan

Parents/Carers may request a copy of the plan from the office. The plan is also available on the school's website.

Area for Improvement	Strategy/Action	Outcome	Timescale	Notes on Progress
Equality and Inclusion				
Raise Governor awareness of the School's Accessibility Plan.	- Ensure the Accessibility Plan is on a FGB agenda at least annually.	Adherence to legislation. Governors successfully monitor the Accessibility Plan.	- Annually	
Continue to promote close relationships with parents of pupils with disability related issues.	- Open door policy. - Clear lines of communication. - Meetings with parents and other professionals as required.	Parents have confidence in the ability of the school to meet pupils' disability related needs.	<i>On-going</i>	
Improve staff awareness of disability related issues.	- SENCO to review staff training needs. - Identify/source appropriate training for members of staff as required.	All school staff are aware of disability related issues and their responsibilities.	- Autumn 2019 - <i>On-going</i>	
Improving Physical Access				
Continue to improve, where possible, the accessibility of the school premises for all (staff, visitors and pupils).	- Meetings with North Yorkshire Strategic Planning. - Planned schedule of works. - Purchase of rubber door threshold for back door. - Further audit of accessibility.	Appropriate modifications made to the building to improve access.	- On-going - Summer 2018 – ramp to boys' cloakroom; Summer 2019 – disabled toilet. - Summer 2018 – purchase of threshold. - Spring 2020	

Area for Improvement	Strategy/Action	Outcome	Timescale	Notes on Progress
Improving Curriculum Access				
Differentiation, including the provision of specialist equipment where required, enables all pupils to access learning at an appropriate level.	<ul style="list-style-type: none"> - Planning reflects appropriate differentiation. - Provision of specialist equipment and review of impact. - Advice and guidance from EMS services 	Monitoring through lesson observations, book/planning scrutinies and pupil voice demonstrate that learning is challenging but appropriate to enable all pupils to make progress.	<i>On-going.</i>	
Appropriate access arrangements are approved and used for statutory testing (e.g. KS2 tests).	<ul style="list-style-type: none"> - Collation of evidence from school and EMS, as necessary. - Submission of appropriate forms within deadlines. 	Pupils can access statutory testing. Approval is granted for the use of access arrangements.	<ul style="list-style-type: none"> - Review needs annually in Autumn term. - Make submissions annually in Spring term. 	
Close tracking of data ensures timely, targeted interventions are implemented.	<ul style="list-style-type: none"> - Termly pupil progress meetings and class action plans. - Identification and implementation of appropriate interventions, including support staff CPD. - Impact of interventions on pupil progress monitored 	Pupils who are not making progress are identified promptly. Interventions are effective in removing barriers to learning and accelerating progress.	<ul style="list-style-type: none"> - Termly. - <i>On-going</i> - At least termly. 	
All pupils are able to access additional curricular opportunities.	<ul style="list-style-type: none"> - Additional adult support, if necessary. - External providers of clubs informed of the specific needs of pupils. - NYCC Educational Visits procedures followed, including specific individual risk assessments as required. 	All pupils can access all activities.	<i>On-going.</i>	

Area for Improvement	Strategy/Action	Outcome	Timescale	Notes on Progress
Access to Information				
Ensure that information is accessible to all.	Information available in alternative formats when requested. Reminders via newsletters that information can be requested in different formats. Website has translation option.	Provision of information in an alternative format if requested.	<i>As requested.</i>	