



***Believe, Aspire, Learn, Achieve***

**Yohden Primary School  
Accessibility Plan – 2022 - 2024**

**Date approved by Governors: March 2022**

**Review date: March 2024**

**Version: 1.0**

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#### **1. Vision Statement:**

Under the Equality Act 2010 schools should have an Accessibility Plan. 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.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Yohden Primary School the Plan will be monitored by the head teacher and evaluated by the relevant Governors’ committee.

At Yohden Primary School, we are committed to working together to provide an exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The Yohden Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Yohden Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The Yohden Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers 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 time frame;

- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable time frame;

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable time frame.

5) The Yohden Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Behaviour Policy
- Curriculum by subject Policies
- Equality Policy
- Health & Safety Policy
- School Prospectus
- School Development Plan
- Special Educational Needs Policy
- Individual staff CPD records

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee.

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## **2. Aims and objectives**

Our Aims are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below

## **3. Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we will collect on a yearly update to the information held by school about a child.

### **Physical Environment**

All pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs.

### **Curriculum**

There are areas of the curriculum to which disabled pupils have limited access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of

personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

## Information

Different forms of communication need to be made available to enable all disabled pupils to express their views and to hear the views of others. Access to information will be planned, with a range of different formats available for disabled pupils, parents and staff. This will form part of the Action Plan below.

### 4. Access Audit

The school is mainly single storey building, however, the staff room is accessible via a single flight of stairs. Internal stairs do not have any colour coding. The building has wide corridors and doors. The school has one disabled access toilet facilities. None of the internal doors have automatic opener/closers. The school has internal emergency signage and escape routes are clearly marked.

### 5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority .

### 6. Action Plan

#### Aim 1

To increase the extent to which disabled pupils can participate in the school curriculum. Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
<b>SHORT TERM</b>	To work with feeder nurseries to have a clear review of new reception intake for September 2022 and 2023.	To identify any child or children who will require additional help	September 2022  September 2023	GM and headteacher	Procedures/equipment / ideas set in place by Sept 2021.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equalities Act 2010	Ongoing	All leaders	All policies clearly reflect inclusive practice and procedure

	To establish good relationships with parents	To ensure collaboration and sharing between school and families.	Ongoing	All staff	Clear collaboration and working approach
	To establish close liaison with outside agencies for pupils with on-going health needs. Eg Children with severe asthma, epilepsy or diabetes	To ensure collaboration between all personnel	Ongoing	Headteacher SENDCO TAs Outside agencies Parents	Clear collaboration and working approach
	To ensure full access to the curriculum for all children	Consultation of specialist advisory teachers; CPD for Staff and: Ongoing Staff and: <ul style="list-style-type: none"> <li>• A differentiated curriculum with alternatives offered.</li> <li>• A range of support staff available to support learning</li> <li>• Equipment/resource available to support learners to access lessons and teaching.</li> </ul>	Ongoing	Headteacher SENDCO Subject Leaders Class Teachers	Advice taken and strategies evident in classroom practice.  Children with SEMH needs accessing the curriculum.
<b>MEDIUM TERM</b>	To review attainment of children with SEND	SENCO/Class teacher meetings/Pupil progress meetings Scrutiny of assessments made and of books Scrutiny of support plans and targets given/achieved Regular liaison with parents	Termly	SENDCO Class Teachers SLT Parents	Progress towards support plan targets evident  Some progress seen in attainment against ARE to close gaps.
	To promote the involvement of disabled students in classroom	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by	Ongoing	Whole school approach	Variety of learning styles and multisensory activities evident in planning and in the classrooms.

	discussions/activities To take account of variety of learning styles when teaching	providing (where appropriate) • Wheelchair access • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.			Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.
<b>LONG TERM</b>	To evaluate and review the above short and long term targets annually	See above	Annually	Headteacher SENDCO Governors	All children making good progress
	To deliver findings to the governing body	Finance and Premises and Curriculum Governors meetings	Annually Termly within governing r monitoring visit	SLT SENDCO Governors	Governors fully informed about SEND provision and progress

## Aim 2

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>SHORT TERM</b>	To improve physical environment of school	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future	Ongoing	Headteacher SLT	Enabling needs to be met where possible.

		improvements and refurbishments of the site and premises, such as improved access, lighting, colour schemes and more accessible facilities and fittings.			
	To ensure there are visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas	Ongoing	Teachers TAs	Lively and stimulating learning environments
	To ensure all with a disability are able to be involved.	<ul style="list-style-type: none"> <li>• Create access plans for individual disabled children as part of Support Plan process</li> <li>• Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.</li> <li>• Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met at all events</li> </ul>	With immediate effect, to be constantly reviewed	All staff	Enabling needs to be met where possible.
	To ensure that the medical needs of all pupils are met fully within the	To conduct parent interviews, liaise with external agencies, identifying training needs	With immediate effect to be constantly reviewed	Head Teacher Office Staff Teachers TAs Parents	



	capability of the school.	and establish individual protocols where needed.		Outside agencies as required	
	To ensure disabled parents have every opportunity to be involved	<p>Disabled parking space for parents to drop off &amp; collect children in place if required</p> <ul style="list-style-type: none"> <li>• Arrange interpreters from the RNID to communicate with deaf parents</li> <li>• offer a telephone call to explain letters home for some parents who need this</li> <li>• adopt a more proactive approach to identifying the access requirements of disabled parents</li> </ul>	With immediate effect to be constantly reviewed	All staff	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
<b>MEDIUM TERM</b>	To improve community links	School to continue to have strong links with schools in Horden and the wider community	Ongoing	SLT All staff	<p>Improved awareness of disabilities/the wider community of Horden/Peterlee and the world and their needs</p> <p>Improved community</p>
<b>LONG TERM</b>	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week Bikeability	Ongoing	All staff  PHSE/Personnel Development leads	No accidents

### Aim 3

To improve the delivery of information to disabled pupils and parents.

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>SHORT TERM</b>	To provide support for parents with learning difficulties, including reading	Regular communication with parents Offer a phone call to accompany any letters home for explanation of content	Ongoing	Headteacher  Office staff	Two way communication in place
	To ensure all children with SEMH needs have access to the curriculum	Individualized multi-sensory teaching strategies used for ASD children. Alterations to timetabling. Sensory time/reward time provided to children who require these breaks in the day. To implement the zones of regulations as a whole school strategy.	Ongoing	All staff	All children accessing the curriculum
<b>MEDIUM TERM</b>	To review children's records ensuring school's awareness of any disabilities	Information collected about new children. • Records passed up to each class teacher. • End of year class teacher meetings • Annual reviews	Annually	Class teachers  Outside agencies	Each teacher/staff member aware of disabilities of children in their classes

		• Support Plan meetings / info kept in separate file			
<b>LONG TERM</b>	In school record system to be reviewed and improved where necessary. (Records on Sims/ network/protected )	Record keeping system to be reviewed	Continual review	SLT	Effective communication of information about disabilities throughout school.

**Signed**.....

**Date**.....