



YCAT


Yorkshire Collaborative
Academy Trust

**ACCESSIBILITY
POLICY &
PLAN- Leyburn
2022- 2025**

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| Statutory Policy: | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| School Level Appendix attached: | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Policy to be published on the YCAT website: | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Policy to be published on school website | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |

This Policy was adopted by

Yorkshire Collaborative Academy Trust
on 23/05/2018

Chair of Trustees: Mr Ian Moore	
Signature:	 IAN MOORE
Frequency of review:	3 year
To be reviewed by:	SILG
Date of next review:	May 2021

REVIEW RECORD

Date of review	Reason for review	Date of next review
May 2022	Three year review	May 2025

Name :		Signature:	
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on behalf of YCAT Full Board

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Name :		Signature:	
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on behalf of YCAT Full Board

YCAT's core purpose is to ensure every child in all our schools reaches their full potential. One of our core values is to ensure equality of access for pupils and staff across our schools.

Everyone in school is important and included. We promote an ethos of care and trust where every member of the school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

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.

The Accessibility Plan is structured to complement and support the schools' Equality Objectives. 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.

Objectives

Each 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.

The Trust recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The 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.

Accessibility Policy

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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 timeframe;
- 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 timeframe;
- 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 timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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.

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

- Single Equality Scheme
- Behaviour Management Policy
- Curriculum Policies
- Health and Safety Policies
- School Improvement Plan
- Special Education Needs Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Local 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.

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.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on every three years. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Accessibility Policy

The priorities for the Accessibility Plan for our school were identified by the Headteacher, the Local Governing Body, the SENCO and other staff.

A plan of the school buildings showing areas of accessibility is shown below

**Leyburn Primary School
Accessibility Plan**

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes on Progress
There are disabled washroom facilities available for staff, visitors and students with a disability	Ensure wheelchair access is available at all times	Megan Burne	Short	Ongoing	
The format of information meets the needs of staff and pupils	Consider need for providing information in different formats – not a priority as current format meets the needs of all staff and pupils	HT	Ongoing	Ongoing	Information will always be in a format that meets the needs of the audience

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes on Progress
Staff/visitors with mobility restrictions wishing to access the car park may have issues during the day	Access controls on the barrier are not accessible for disabled visitors, controlled from the main office on a buzzer and intercom system.	LGB	Short Term	Oct 22	

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when the barrier is locked with no way of contacting the main office to request entry	Contact the installers		Long term		
There is now an identified disabled car parking bay with a ramp and dropped kerb	Ensure that the intercom is accessible for wheelchair users	LGB	Long Term	Oct 22	
Not clear where school entrance/reception is and where any visitors should report to	Obtain quotes to improve school signage to give clear direction as to where school reception/entrance is	Steve Vallack	Medium Term	Oct 22	All visitors will be clear on how to access the school and where to report to
Consider how visitors in a wheelchair can alert school to their arrival as the current buzzer is too high for someone in a wheelchair and the entrance door opens outwards.	Obtain quotes to get electric disabled push pad on main entrance door to allow access for those in a wheelchair or with mobility restrictions. Contact door entry provider to see if an additional buzzer can be connected and fitted lower down or if current one can be relocated lower down.	Carly Edwards/BM Steve Valack	Medium term	Oct 22	Improved access to the school for less able bodied visitors should be evident following improvements
Establish viewpoint of disabled pupils	Take a “walk round” the school to identify “problem areas”. Eg Access to Playground, classrooms and toilets	Sarah Beveridge	July 2022		Improved access to be available to all visitors/children with limited mobility

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Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes on Progress
To consider range of extra curricular activities and school trips with all pupils with a disability in mind	Should school have a pupil with a disability, to consider this and how the child can be included and take part in the range of extra curricular activities and school trips on offer to pupils	EVC	As required	Ongoing	All pupils will be able to access extra curricular activities and school trips
To consider playtime/lunchtime activities to ensure all pupils are able to access these if desired	See notes above	K Such All staff	As required	Ongoing	
School involvement in community events and projects when opportunity arises	To take every opportunity to engage with the community in events and projects	HT	As required	Ongoing	Community sees school as one who embraces all members of the community and treats them equally and fairly. This may be seen from feedback given to school/HT
How do we ensure we provide a smooth transition	School to provide pastoral support to ensure smooth transfers in/out of school for new starters and leavers	SENCo/HT			Smooth transitions at all stages across school in line with pupil voice

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in/out of school for new starters and leavers					
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Access to the curriculum - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes on Progress
Ensure that current resources allow all pupils to access the curriculum	SENCo to continue to monitor needs of all pupils with additional needs due to a disability	SENCo	Short term	Every term	All pupils will be able to access the curriculum regardless of any impairment/disability
Ensure that all staff are aware of the full range of need, including the neurodiversity of children.	Regular training and updates, including a review of curriculum materials	SENCo	Ongoing	Ongoing	The school is trauma-informed and is a member of the North East Emotion Coaching Interest group

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Access to information advice and guidance - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
All information is accessible in a range of formats to include all groups	State that it is available in a variety of formats on the school website	S Beveridge	On going	termly	
Letters and communication to parents is in as simple a form as possible, avoiding educational jargon and acronyms	Review report writing procedure and protocol to ensure that jargon is avoided, whilst covering statutory information.	S Beveridge and SLT	Medium term	termly	This is being reviewed across the school

