

Belsay School



Accessibility Plan

The Equality Act 2010: Schedule 10, Paragraph 3 states all schools must have an Accessibility Plan, reviewed every three years. It is also listed by the Department for Education as a required policy. This plan has been written to meet these requirements and those of the SEND Code of Practice 2014.

Introduction

Belsay School recognises its duty:

- Not to discriminate against pupils in their admission and exclusions and provision of education and associated services
- Not to treat any pupils less favourably
- To take reasonable steps to avoid putting less able pupils at a substantial disadvantage
- To publish an accessibility plan

Belsay School aims to:

- Increase the extent to which disabled pupils can participate in the school's curriculum
- Improve the physical environment of the school for the purpose of increasing the extent to which pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school
- Improve the availability of accessible information to disabled pupils. This must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents

The plan will be reviewed regularly and will be updated every three years. This plan complements our Equalities Policy, SEND policy, Equal Opportunities, Administration of Medicines and Child Protection Policies.

A disability under the Equality Act 2010 is

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing and, long-term health conditions such as asthma, diabetes, epilepsy, cancer.

Our School Aims

At Belsay School we are continually working to achieve our school aims which include the following statements:

- Create a secure and happy environment where children are successful, creative and independent learners
- Inspire and nurture aspirations, encouraging children to broaden their horizons, fulfil their dreams and positively meet challenges
- Encourage children to be inquisitive, ask questions and try their hardest at everything they do
- Provide a rich and exciting curriculum which inspires our children, whilst being matched to their individual needs
- Encourage children to become caring, considerate and independent with a respect for others and a sense of responsibility for their own behaviour
- Cherish our rural school and make valuable contributions to both the school and the wider community
- Recognise parents' essential role in their child's education and work in partnership with them to maximise every child's potential
- Our ethos is one of mutual respect and equal opportunities

Belsay School has clear ways of identifying, assessing and making provision for SEN and Disability (SEND). As an inclusive school we welcome learners with different needs and are happy to listen to new requests for accessibility and add them to our Accessibility Plan when they arise. We respect the voice of the learner and the family and their preferences for how our learners' needs should be met.

Belsay School will make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that we minimise any disadvantage for disabled children and young people. We plan ahead so thought is given in advance to what disabled stakeholders might require in the future and what adjustments might need to be made to prevent any disadvantage.

Current Position

Our current school position, including the provision we offer to our SEND pupils, is reflected in our SEND Information Report and Equalities Report.

We currently have 88 pupils in Reception to Year 6 on roll.

The proportion of pupils with SEND Support is variable year on year depending on cohorts. Currently it is in line with national averages (Raise Online 2015) whilst the proportion of pupils with an Education Health Care (EHC) Plan is below the national average.

This plan will be reviewed at least every 3 years. It may be amended sooner following feedback from users and dependent on changes to the pupil population.

The three areas to be considered in the action plan are:

1. Increasing access to the school curriculum
2. Improving access to the physical environment of the school
3. Improving the delivery of written information to disabled pupils, and these are detailed in the following table.

Accessibility Plan for Belsay School from September 2019-2022

Priority 1 - IMPROVING ACCESS TO THE CURRICULUM				
Target: To increase the extent to which all pupils, including disabled pupils, can participate in the school curriculum				
Targets	Strategies	Outcomes	Timeframe	Achieved
Review the current curriculum plans including Personal, Social and Health Education (PSHE) curriculum to ensure it is relevant, accessible and promotes disability equality.	All teachers to review curriculum and planning to reflect how differentiation/adaptations allow access to all learners Specific work to promote disability equality is built into the PSHE curriculum	All learners are able to access a relevant and engaging curriculum Promotion of a positive attitude to disability within the school	Review complete by July 2020 Annually	
Continue to provide appropriate training for all staff to ensure that they are able to meet the needs of disabled learners.	Special Educational Needs and Disability Co-ordinator to review the needs of learners through assessment data and discussions with parents, carers and relevant external agencies Additional training to be sourced and provided as required	Staff are all highly skilled in enabling all learners to access the curriculum	Termly review with training ongoing as required	
Provide specialist teaching aids and equipment to promote participation in learning by all pupils.	Assess the needs of learners in each class Seek advice from parents and carers as to their view Seek advice and assessment (if necessary) from the Local Authority and/or relevant external agencies Provide equipment as required such as writing slopes, work stations, microphone & speakers, laptops etc. Source training for staff in use of equipment if required	Learners more engaged and will develop independent learning skills enabling them to reach their full potential	Reviewed termly by SENDCo and annually by Designated Governor.	
Meet the needs of individual learners during statutory tests including Year 1 Phonic Screening, Year 2 resit phonics, Year 2 SATs, Year 6 SATs	Learners will be assessed in accordance with normal classroom practice Any adjustments required will be made in line with the TAG (Test Administration Guidance) from DfE	Barriers to learning and performance will be reduced or removed, enabling learners to achieve their full potential	Annually	

Ensure that all learners are able to access all out of school and extra-curricular activities including clubs and school trips	Pre-visits for proposed trips to ensure there is appropriate disability access Staff providing after school clubs to consider how to make accessible to all learners Review of out of school provision to ensure compliance with legislation	All school visits will be made to sites with appropriate disabled access to enable all learners to participate All providers of out of school activities will comply with legislation to ensure all learners can participate regardless of disabilities	For each visit planned Termly	
PRIORITY 2 – DEVELOP ACCESS TO THE PHYSICAL ENVIRONMENT OF THE SCHOOL				
Target: To ensure the safety of all children, parents and staff; to have a clear knowledge of the accessibility of the school				
Develop ongoing checklist to address maintenance issues relating to accessibility. (e.g. routine check for impeded access) Health and safety SLA for external monitoring	Information shared with governors and staff Annual check by governors	Governors and staff understanding of site issues improved. Regular checks ensure safety for all users	Daily visual Termly Annually Annually	
Improve staff awareness of responsibilities concerning accessibility	Annual staff refresher regarding expectations for accessibility	Improved staff awareness of site access and requirements	Annually	
Ensure that, where possible, reasonable adjustments are made to make the school buildings and grounds accessible for all learners and adults and to continue to improve the school's physical environment for all	Audit of accessibility of school buildings and grounds to be completed as part of next Health and Safety inspection by governors Improvements to be implemented as budget allows	On-going programme of improvements for disabled access to school site	Annually	
PRIORITY 3 - WRITTEN / OTHER INFORMATION				
Target: To ensure all information is communicated effectively and is easily accessible by all.				
To ensure that all parents/carers and other members of the school community can access information	Information provided on website, Parentmail and newsletters Written information available in large print formats upon request Provide support for reading documents if required Admin will support access to the internet should this be required	Parents, carers and other members of the school community able to easily access information	As requested	
To ensure that parents/carers who are unable to attend parents evenings due to a disability or illness can still speak to the class teacher about their child.	Staff to record attendance at parents evenings Admin to contact all parents who do not/were not able to attend to arrange alternative arrangements	Parents / carers are fully informed about their child's progress.	Bi-annually	

