




Scissett Middle School

Working together, respecting all, because everyone matters

Policy	Accessibility Policy		
Current version	February 2024 V1	Next review date	February 2027 V1
Date approved	29 January 2024	Adopted from	February 2024
Approver	Mr J Jolly	Signature	

Objective of Policy
Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our Middle Schools aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the individual school's website, and paper copies are available upon request.

Our Middle schools are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Mast Academy Trust complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in either of our Middle schools, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff and members of the joint governing body.

1. Legislation, Vision & Values

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and longterm health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils.

At Kirkburton and Scissett Middle School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here. This policy is supplementary to the Equality and Diversity policy, which reinforces our determination to create a fully inclusive learning community which values all members and promotes tolerance and understanding. None of our practices will result in individuals feeling alienated or degraded; instead, we will celebrate differences and ensure that all members of our community feel valued and supported.

2. Strategic Priorities

- Ensuring that all individuals have the opportunity to achieve their potential
- To recruit, retain and develop staff according to their skills
- To ensure that all learners have equal access to opportunities within school and outside
- Raising aspirations across all groups
- Delivering a curriculum that makes learning more personalised and more effective
- Ensuring that learning and teaching are fully focused on raising achievement regardless of the Physical ability, SEND or background of learners
- Ensuring that all learners have physical access to the building and equality of access to the curriculum.

Gill Senior
Executive Leadership team

February 2024

Disability Equality Action Plan.

Action	2024/5	2025/6	2026/7	Person responsible
<p>To gather and monitor data on SEND pupils and their attainment on entry and exit from school.</p> <p>To use analysis to identify areas for improvement, ensuring support allocated is correct and allows full equality of access and best outcomes for SEND pupils.</p>	To make full and effective use of FFT/ Analyse school performance (ASP) and GL assessments, in addition to ongoing teacher assessment, to evaluate pupil attainment. Identify actions that can be implemented to improve the attainment levels of disabled pupils.	To make full and effective use of teacher assessment /FFT/Analyse school performance (ASP) to evaluate pupil attainment.	To make full and effective use of FFT/ teacher assessment /Analyse school performance (ASP) assessment to evaluate pupil attainment.	<p>Assistant Head teacher – Data</p> <p>SENDCO</p> <p>Executive Headteacher – Delegated to Head of School</p>
Undertake an audit of all existing staff inviting any staff who consider that they have become disabled since appointment to submit a self-classification form.	Ensure all staff are identified and the risk is assessed	On- going monitoring	On-going monitoring	Executive Headteacher – Delegated to Head of School.
Encourage all appointees (who have not done so at the recruitment stage) to indicate at induction whether or not they consider themselves to be disabled.	To add section to induction programme	On-going monitoring	On-going monitoring	<p>Trust HR services</p> <p>Executive Headteacher – Delegated to Head of School.</p>
Interview all applicants with a disability who meet the minimum criteria for a job vacancy and to consider them on their abilities.	100% compliance	100% compliance	100% compliance	Trust HR recruitment process.
Ensure that at least once a year disabled employees are offered the opportunity of a meeting with the Line Manager, Headteacher or most appropriate member of SLT to discuss needs for adjustments and their development.	Ensure there are up to date risk assessments	On- going monitoring	On-going monitoring	Head of School – monitored through Trust HR process.

Make every effort when employees become disabled, to make sure they stay in employment.	To identify areas of need through P.M & make reasonable adjustments	On- going monitoring	On- going monitoring	Trust HR Process Executive Headteacher Head of School
Ensure that disabled pupils are able to meet their potential through the provision of support (mentors/teaching assistants) and appropriate resources	To make full use of Additional needs handbook /IEPs /Care Plans. To revise termly	To monitor & make amends where necessary	To monitor & make amends where necessary Evacuation Plans	Head of School SENDCO
Ensure that disabled pupils can access the facilities and support they require	To audit facilities & amend as appropriate	On- going monitoring	On- going monitoring	Executive Headteacher/ SENDCO/ Site Team
Ensure that disabled children are not discriminated against by their peers or victims of bullying or harassment	Record and report with All incidents which attack a person's protected characteristics. Review harassment/bullying policy to make explicit reference to harassment on the grounds of disability and a policy of zero tolerance regarding disability discrimination. To incorporate a series of assemblies on inclusion which focus on additional needs and disabilities	Record and report racial incidents. Reporting of incidents of disabled harassment Record and reporting of incidents which victimise any pupil within the bracket of protected characteristics.	Record and report racial incidents. Report incidents of disabled harassment Record and report racial incidents. Report incidents of disabled harassment	Head of School DSL/Safeguarding team SENDCO Pastoral Leaders All staff

Ensure that positive attitudes towards disabled people and all protected characteristics are promoted.	To promote in assemblies PHSCE & through school ethos & vision	Review and update	Review and update	Executive Headteacher Head of School
Ensure that disabled pupils and those pupils with an additional need have their voices are heard.	To involve pupils in school council To ensure disabled pupils are involved in pupil consultation meetings	To involve pupils in school council To ensure disabled pupils are involved in pupil consultation meetings	To involve pupils in school council To ensure disabled pupils are involved in pupil consultation meetings	SENDCO
Ensure that parents of disabled children are supported to access information about their child's progress at school	To continue to comply with the COP IEP's pupil progress monitoring, parents' evenings	On-going monitoring	On-going monitoring	SENDCO
Ensure that the needs of disabled governors are met and that disabled members of the community are encouraged to participate in school bodies.	Undertake an audit of all existing governors inviting any governors who consider that they have become disabled to submit a self-classification form.	On –going monitoring	On –going monitoring	Chair of Governors Executive Headteacher
Ensure that disabled pupils can participate in extra curricular activities and have equal opportunity of access to wider school life.	To continue to strengthen the school's inclusive policy for all children to participate in extra-curricular activities	On –going monitoring	On –going monitoring	SENDCO PD Lead All staff
Ensure that disabled pupils can participate in school trips and visits.	To continue to have an all-inclusive policy for all children to participate in school trips and visits	On –going monitoring	On –going monitoring	SENDCO PD Lead All staff

Monitor and improve the accessibility of the school site to all users.	Complete an up-to-date accessibility review (e.g., to include the use of signage),	On –going monitoring	On –going monitoring	Trust Operations director Site Manager and wider Team Executive Headteacher
	navigability, parking provision, ramps and hand rails, quiet visitors' areas, entrances and exits, disabled lift) and implement and changes / improvements deemed necessary). Look at cost of purchasing resources to increase accessibility for site users).			

**Protected Characteristics
Equality Action Plan.**

Action	2024/25	2025/26	2026/27	Person responsible
To reduce the attainment gap between boys and girls.	Target to be set by school based on school attainment levels	Target to be set by school based on school attainment levels	Target to be set by school based on school attainment levels	Executive Headteacher T&L Lead AHT's Data and Standards Subject strategic Leads.
Ensure that all children know how to be healthy	All pupils are aware on the Healthy Eating Initiative through Assemblies PHSCE F&T To review eating patterns of pupils	To monitor & review eating patterns of pupils	To monitor & review eating patterns of pupils	Strategic Lead for FFT and PSHE. Pastoral Leads Catering Team

Ensure that children are not victims of bullying or harassment	Engage in Barnardo's' Positive Identity Programme to promote awareness in PHSE Monitor incidents of sexual discrimination/harassment Include report on incidents in termly report to SLT and the governing body. Safeguarding policy reflects child on child abuse and process for managing any incidents of harassment	Monitor incidents of sexual discrimination/harassment Include report on incidents in termly report to SLT and the governing body.	Monitor incidents of sexual discrimination/harassment Include report on incidents in annual in termly report to SLT and the governing body.	Head of School DSL Team Pastoral team All staff as directed and supported by the above.
Ensure that positive attitudes towards men and women are promoted and stereotypes are challenged.	Ensure learning resources promote gender equality.	On –going monitoring	On –going monitoring	Head of School PD leads
Ensure that all pupils' voices are heard.	To build upon existing channels of consultation school council random questionnaires	On –going monitoring	On –going monitoring	Head of School PD lead
Ensure that all parents, regardless of their individual circumstances are supported to access information about their child's progress at school.	To make full use of existing reporting systems & evaluate outcomes. To make necessary adjustments if required for parents to access information	On –going monitoring	On –going monitoring	SLT
Ensure that the governing body of the school reflects that of the wider community	To meet statutory duties for election to the governing body through the Equal opportunities and DDA	On –going monitoring	On –going monitoring	Trust recruitment process Executive Headteacher

Ensure that all pupils can participate in extra-curricular activities and that through extra-curricular activities gender stereotypes are challenged.	To continue to strengthen the school's inclusive policy for all children to participate in extracurricular activities. To implement monitoring systems	On –going monitoring	On –going monitoring	PD Lead Pastoral Team Head of School
Ensure that all pupils can participate in school trips and visits and that through school trips and activities that gender stereotypes are challenged.	To continue to strengthen the school's inclusive policy for all children to participate in school trips and activities	On –going monitoring	On –going monitoring	Head of School SENDCO

To ensure that all stakeholders of the school community (pupils, staff and governors) are treated fairly, feel part of our inclusive values and have equality of access to all areas of school life and this is in no way inhibited as a result of heir protected characteristics.	To continue to strengthen the policies and school's values around protected characteristics and equality for all.	On –going monitoring	On –going monitoring	Executive Headteacher Head of School PD and PSHE lead
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