



Accessibility Plan

Adopted by the Teaching, Learning and Pupil Support Sub-Committee January 2024.

Review date January 2027.

Introduction

We want our schools to be happy and healthy places for all children to learn.

We are committed to developing an *inspiring, inclusive community* in which all children, staff, parents, carers and all those connected to the schools feel proud of their identity and are able to participate fully in school life.

Legislation and Guidance

Our duties are set under the [Equality Act 2010 \(legislation.gov.uk\)](https://www.legislation.gov.uk/ukpga/2010/15) and the Department for Education (DfE) [Equality Act 2010: advice for schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/equality-act-2010-advice-for-schools)

The requirements under the Equality Act 2010 include:

- Having due regard to the need to eliminate unlawful discrimination, harassment and victimisation.
- Equal opportunities between people who share a protected characteristic and people who do not share it.
- Fostering good relations across all characteristics – between people who share a protected characteristic and people who do not share it – through tackling prejudice and promoting understanding.

We are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The act covers the following protected characteristics:

- age (as appropriate for schools)
- disability



Inspiring Inclusive Community

- gender reassignment
- marriage and civil partnership (as appropriate for schools)
- pregnancy and maternity
- race
- religion and belief
- sex
- sexual orientation

Every person has several of the protected characteristics, so the act protects everyone against unfair treatment.

Action Plan 2024 – 2027

The following pages contain our planned actions which are based around three broad aims.

Aim 1: Linked to vision element – inspiring. To improve access for all children to both indoor and outdoor learning.		
Action	Timescale	Responsibility
A set of laptops provided for school including a dedicated SEND and dyslexia laptop to support children accessing all subjects.	Main set - Spring/ Summer 2024 Additional class laptop – rolled out from April 2024.	School Business Manager AHT/SENDCo
Improve access to the nature garden/ pond at Bramham.	Incremental steps to be completed by 2027 based on funding availability.	Headteacher Site Manager Outdoor learning leader
Improve access to the nature garden/ pond at Shadwell. Development of additional pond area.	Incremental steps to be completed by 2027 based on funding availability. Potentially starting in the financial year April 2024.	Headteacher Site Manager Outdoor learning leader
Install further security measures at potential new gate access point. This will enable safer access into school. (Bramham)	Dependant on Leeds City Council (LCC)	Headteacher Site Manager School Business Manager LCC.
Increase the number of doors with fob access to enable staff to more easily take children in and out of school.	Financial year starting April 2024.	Site Manager School Business Manager
Audit of resources for all subjects to ensure they support all children in accessing learning.	Core subjects - Financial year starting April 2024. Foundation subjects - Financial year starting April 2025 onwards	Individual subject leaders School Business manager

**Aim 2: Linked to vision element - community.
To improve communication.**

Action	Timescale	Responsibility
Develop a schedule of communication to parents. Including surveys of stakeholders.	Complete by the end of Spring term 2024.Shared with parents at Easter.	Headteacher and school staff as appropriate as directed by the Headteacher.
Develop a new Federation website which reflects our new vision and core values.	To be completed by 2027.	Headteacher School Business Manger
Governors to review their communication with the school community.	Spring term 24 and ongoing.	Chair of Governors
Audit adherence to staff guidance on communication following wellbeing actions and review with staff.	Summer term 24.	Headteacher Business manager/ Deputy Business manager.

Aim 3: Linked to vision element - inclusivity. To develop understanding of the Protected Characteristics.		
Action	Timescale	Responsibility
<p>Further develop the curriculum plan in PSHE to ensure more children know the protected characteristics.</p> <p>To introduce toy box stories to support staff and children in feeling comfortable to discuss various disabilities.</p>	<p>Start up meeting Spring 1 2024 and will be on-going until the end of this plan. It will then be reviewed to identify next steps.</p> <p>Summer 24 staff training. Integrated from September 2024.</p>	<p>PSHE Lead AHT/ SENDCo Headteacher</p>
<p>Review existing Ethos Statements and purpose of them. Identify opportunities to link these where appropriate to Protected Characteristics where appropriate.</p>	<p>Review by Summer ready to implement from September 2024.</p>	<p>Headteacher AHT/ SENDCo PSHE Leader</p>
<p>Embed the use of Picture news across KS1 and 2 links to Protected Characteristics. To take place during weekly KS/ class assemblies.</p>	<p>January 2024 – January 2025.</p>	<p>PSHE Leader Class teachers</p>
<p>Develop a plan to ensure the Protected Characteristics are taught within reception. This might include purchasing EYFS Picture News.</p>	<p>Any purchase to be complete by summer term 2024.</p>	<p>EYFS Lead</p>
<p>Check all site signage to ensure it reflects our commitment to inclusivity.</p>	<p>Starting financial year 2024.</p>	<p>Headteacher Site Manager Business Manager</p>