Accessibility Plan

Together we succeed

Reviewed: October 2024

1. 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 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.

As a school we take our duties in the Equality Act 2010 very seriously to ensure:

- Any unlawful discrimination, harassment and victimisation are eliminated.
- Equality of opportunity between people who share a protected characteristic and those who do not.
- Good relations between people who share a protected characteristic and those who do not are fostered and promoted.
- Disadvantages suffered by people due to their protected characteristics are removed or minimised.
- Steps are taken to meet the needs of people from protected groups where these are different from the needs of other people.
- People from protected groups are encouraged to participate in public life or in other activities where their participations is disproportionately low.

As a trust, we commit to developing an awareness of unconscious and conscious bias in the workplace and to actively ensure we promote equality of opportunity; guard against discrimination and ensure we act on the principles outlined.

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

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

The school supports any available partnerships to develop and implement the plan.

This plan should be read in connection with Trust wide equalities policy.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, parents, staff and governors of the school.

2. Legislation and guidance

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 long-term 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. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person Responsible	Timeframe	Success criteria
Increase access to the curriculum for pupils with a disability	• All children access EYFS or National Curriculum • Our school offers an adapted curriculum for all pupils • Effective support is in place for pupils with additional needs • Regular reviews of data and progress are planned and this process supports adaptation of provision • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources reflect diversity including examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Appropriate age/stage and needs Targets are set for pupils • The curriculum is reviewed annually to ensure it meets the needs of all pupils • Targets are set effectively and are appropriate for pupils with additional needs	All children have access to a curriculum that is broad and balanced All children are able to achieve to the best of their own ability All members of our school community have a positive attitude towards disability	Our curriculum is designed with opportunities for diversity in all programs of study Progression grids are designed for all subjects of the curriculum to enable teachers to plan and pitch learning that is accessible to all Curriculum plans are pitched appropriately and with the individual needs of all children at the forefront. IEP system for those children with SEND is in place. Targets are SMART and set with the individual at the centre	Headteacher SENDCo	On-going	There is a broad and balanced curriculum in place that has links to texts and experiences that enable exposure to diversity Teachers have good knowledge and understanding of the progression in the subjects they teach Lessons are adapted and pitched appropriately so all children can access and achieve All children with an IEP have SMART targets that the pupil and adults working with them are aware of to support achievement.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps at exits/entrances • All teaching spaces on one level • Wide corridors and doorways to provide adequate access for all • Disabled parking bays • Disabled toilet and changing facilities • Shelves and resources for pupils at	Reduce sensory overload in classrooms to support all pupils	Ensure classrooms remain well-organised and uncluttered to reduce sensory overload Encourage teachers to consider adaptable lighting in classrooms Maintain whole-school display approach	Headteacher	On-going	All displays in school are neutral in appearance and allow all pupils to be able to access information displayed Corridor displays are utilized to showcase learning

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	• wheelchair-accessible height • Displays are intentionally neutral and uniform in classrooms					
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • Braille if needed • Staff trained in using Makaton sign language • Use of sign language in assemblies for songs and music • Adapted resources to support physical needs	Physical access to wider curriculum and enhancement	Further enhance our inventory of adapted resources to support pupils with physical needs in conjunction with external Kirklees teams e.g. OT Continue to use Makaton and BSL to support participation in assemblies and music Makaton training to be refreshed to upskill new staff	Headteacher SENDCo	On-going	Makaton is seen and encouraged by all pupils Staff working with children have confidence in and good knowledge of Makaton Children with physical needs have to access equipment which supports their engagement in learning
Develop support for pupils with mental health difficulties or disorders We have a whole school approach to supporting mental health needs of all pupils through the following	Whole School approach to supporting children's mental health through our PSHE curriculum Ongoing work with Educational Outreach teams for supporting children with SEMH high needs Prioritise developing positive relationships with peers and class teacher during transition weeks before and after summer holidays. ELSA training and provision in place for identified children.	Develop staff knowledge and skills in supporting pupils with specific mental health difficulties or disorders Plan an intervention provision for pupils with mental health difficulties or disorders to attend Protect time for whole-school Wellbeing Week for children's mental health week	Dedicate member of staff to ELSA Plan staff CPD into supporting children's mental health Group play therapy sessions for pupils needing this intervention Repeat and refresh training for staff in therapeutic language to ensure children with specific SEMH needs have quality and appropriate support from all adults working with them	Headteacher	Ongoing	All children are supported to access a full education and curriculum regardless of their mental health needs Staff are skilled in being able to recognise children at risk of mental health difficulties and know how to put appropriate intervention and support in place when this is needed A whole school intent and policy for supporting children's mental health needs is in place

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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

Risk assessment policy

Health and safety policy

Equality information and objectives (public sector equality duty) statement for publication

Special educational needs (SEN) information report

Supporting pupils with medical conditions policy

The Mast Equalities Statement

The Mast Equalities Policy