



Federation of Beckwithshaw, Kettlesing Felliscliffe Schools and Ripley CE School Accessibility Plan

Vision

Under the Equality Act 2010 schools should have an Accessibility Plan. 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 listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher.

This Accessibility Plan has been drawn up to cover the period from March 2025 to March 2028. The plan is available in large print or other accessible format, if required.

Our Federation is committed to providing an environment that values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. The purpose of this plan shows how the Federation intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Key Objective

To reduce and, where possible, eliminate barriers to accessing the curriculum so all pupils and prospective pupils with a disability can participate fully in all school activities.

Principles

Compliance with the DDA is consistent with the Federation's aims and equal opportunities policy, and the operation of the Federation's SEND policy.

The Federation recognises its duty under the DDA:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002).

The Federation recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The Federation provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles. It endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- Ensuring all pupils can access extra- curricular activities.
- Ensuring the timetabling, classroom and school organisation and setting is suitable for all pupils.

Activity

a) Education & related activities

The Federation will continue to seek and follow the advice of Local Authority services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

- Ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils.
- Ensure classrooms are optimally organised for disabled pupils.
- Lessons provide opportunities for all pupils to achieve and are responsive to pupil diversity.
- Lessons involve work to be done by individuals, pairs, groups and the whole class.
- All pupils are encouraged to take part in music, drama and physical activities.
- Staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip-reading.
- Staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.
- Staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education.
- Provide access to computer technology appropriate for students with disabilities.
- School visits, including overseas visits, are made accessible to all pupils irrespective of attainment or impairment.
- There are high expectations of all pupils.
- Staff seek to remove all barriers to learning and participation.

b) Physical environment

The Federation will...

- Take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.
- Allow access for all pupils in the following areas - academic, sporting, play, social facilities, classrooms, the hall, library and outdoor sporting facilities and playgrounds.
- Ensure any pupils/staff who use wheelchairs to move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities.
- Ensure pathways of travel around the school site are safe; routes are logical and well-signed.
- Ensure emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disabilities.
- Ensure visual signing is clear to all pupils with disabilities.
- Ensure all areas are well lit.
- Ensure steps taken to reduce background noise for hearing impaired pupils.
- Ensure furniture and equipment is selected, adjusted and located appropriately.

c) Provision of information

The Federation will...

- Make itself aware of local services, including those provided through the Local Authority, for providing information in alternative formats when required or requested.
- Provide, on request, information in a simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information.
- Ensure information is presented to groups in a way which is user-friendly for people with disabilities.
- Ensure that staff are familiar with technology and practices developed to assist people with disabilities.

d) Appointment of Staff

The Federation is committed to an equal opportunities approach to employment and ensures both in the advertising and promotion of posts and in selection procedures that appropriate measures are taken to ensure that discrimination does not take place.

Welcoming and Preparing for Disabled Pupils

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the school and to satisfy the current admissions criteria, the school is committed to providing those reasonable adjustments.

In order to meet the needs of disabled pupils, the school requires full information. The school will ask prospective pupils to disclose whether they have received any learning support, have had an Educational Psychologist's report or have any disability or other condition of which the school should be aware. Where a pupil has a statement of Special Educational Needs/EHCP, the school will work with the Local Authority (LA) who makes and maintains the statement/EHCP to ensure that the identified provision is delivered in an appropriate manner.

In assessing the pupil or prospective pupil, the school may need to take advice and require assessments as appropriate. The school will be sensitive to any issues of confidentiality.

Action plan – To increase the extent to which pupils with disabilities and educational needs can participate in the school curriculum.

Target	Strategies	Timescale	Responsible?	Success Criteria
To liaise with pre-school providers to prepare for the new intake of pupils into our EYFS each year	To identify pupils who may need adapted or additional provision.	From national offer day until July annually.	EYFS leader and teachers SENDCo/EHT	Provision in place ready for transition days/September
To liaise with educational establishments to prepare for the intake of new children who transfer during the year.	To identify pupils who may need adapted or additional provision.	As required	DHT/ SENDCo /Class teachers	Provision in place as pupils start in new school.

To establish and maintain close liaison with parents	To ensure collaboration and information sharing between school and families.	Ongoing	EHT DHT/SENDCo Teachers Admins Business Manager	Collaborative working approaches through regular meetings, risk assessment reviews, provision reviews.
To establish and maintain close liaison with outside agencies for pupils with additional needs	To ensure positive collaboration with outside agencies supporting pupils	Ongoing	SENDCo/DHT Class Teachers Tas working with children	Clear collaborative working approaches and implementation of strategies in school.

To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extracurricular provision	Create personalised risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out	Ongoing	EHT/DHT SENDCo Class Teachers Outside providers	Evidence that appropriate considerations and reasonable adjustments have been made
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Action plan – To improve the physical environment of the school to increase the extent to which pupils with a disability, medical conditions or other access needs can access education and associated services.

Target	Strategies	Timescales	Monitoring	Success Criteria
Maintain/improve the physical school environment.	The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.	Ongoing	SENDCo/ School admins	Evidence that appropriate considerations have been made wherever physical school improvements are carried out

Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency Evacuation procedures, are clear and that staff are capable of carrying them out	Ongoing	EHT/ Administrators/ SENDCo	As full as possible inclusion for all pupils. Safe evacuation in an emergency
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