



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

## Introduction

This Accessibility Plan has been drawn up to cover the period from December 2021 to December 2024. The plan is available in large print or other accessible format if required.

The plan takes account of the school's public sector equality duty set out in section 149 of the Equality Act 2010, Disability and Discrimination Act 1995 as amended by the SEN and Disability Act 2001.

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.

## Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability 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 carry out normal day to day activities."

## **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 LEA 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.
- Allow pupils 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 LEA, 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, the school will work with the Local Authority (LA) who makes and maintains the statement 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.

## BECKWITHSHAW PRIMARY SCHOOL ACCESS PLAN – 2021 – 2024

Target	Current good practice	Actions to be taken	Monitoring	Timescales/costs	Success Criteria
<p><b>ACCESS TO CURRICULUM</b></p> <p>To ensure there are high interest but low content books for children with SEND.</p>	<ul style="list-style-type: none"> <li>There are a series of phonetically matched books for younger children</li> </ul>	<ul style="list-style-type: none"> <li>Further Dandelion books to be purchased.</li> </ul>	MB	£1500 Autumn 2021	<ul style="list-style-type: none"> <li>Books will be purchased and in use</li> </ul>
<p><b>SCHOOL BUILDINGS AND OUTDOOR SPACE</b></p> <p>To provide a disabled toilet space</p>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>To find out if the current toilet block can be renovated to include a disabled cubical.</li> <li>To get costings for this work and complete it.</li> </ul>	LJW	TBC Summer 2023	<ul style="list-style-type: none"> <li>Toilets would be renovated.</li> </ul>
<p><b>DELIVERY OF INFORMATION TO DISABLED PUPILS, STAFF AND VISITORS</b></p> <p>To ensure that disabled visitors are aware in advance of the lack of a car park</p>		<ul style="list-style-type: none"> <li>Prepare an access statement to include reference to the restricted car parking provision. Include suggestion that visitors with special access arrangements should contact the school in advance of their visit.</li> <li>Include this statement on website.</li> </ul>	LJW	Summer 2021	Statement on website.

## KETTLESING FELLISCLIFFE PRIMARY SCHOOL ACCESS PLAN – 2021 – 2024

Target	Current good practice	Actions to be taken	Monitoring	Timescales/costs	Success Criteria
<p><b>ACCESS TO CURRICULUM</b></p> <p>To ensure there are high interest but low content books for children with SEND.</p>	<ul style="list-style-type: none"> <li>There are a series of phonetically matched books for younger children</li> </ul>	<ul style="list-style-type: none"> <li>Further Dandelion books to be purchased.</li> </ul>	MB	£1500 Summer 2021	Books will be purchased and in use
<p><b>SCHOOL BUILDINGS AND OUTDOOR SPACE</b></p> <p>To consider access to the toilets for children with wheelchair access.</p>	<ul style="list-style-type: none"> <li>There is the ability to remove the railings and a fix a ramp.</li> </ul>	<ul style="list-style-type: none"> <li>Provision of a ramp if sufficient room</li> </ul>	LJW	TBC Summer 2023 unless required sooner.	Provision of a ramp.
<p><b>DELIVERY OF INFORMATION TO DISABLED PUPILS, STAFF AND VISITORS</b></p> <p>To ensure that disabled visitors are aware in advance of the lack of a car park</p>		<ul style="list-style-type: none"> <li>Prepare an access statement to include reference to the restricted car parking provision. Include suggestion that visitors with special access arrangements should contact the school in advance of their visit.</li> <li>Include this statement on website.</li> </ul>	LJW	Spring 2022	Statement on website.

## RIPLEY ENDOWED PRIMARY SCHOOL ACCESS PLAN – 2021 – 2024

Target	Current good practice	Actions to be taken	Monitoring	Timescales/costs	Success Criteria
<p><b>ACCESS TO CURRICULUM</b></p> <p>To continue to make classroom environments Dyslexia friendly.</p>	<ul style="list-style-type: none"> <li>• Displays are restricted to boards.</li> <li>• Visual timetables are used.</li> <li>• Cream paper is used</li> <li>• School accesses the dyslexia shop for resources when necessary.</li> <li>• Test papers are increased in size if required.</li> <li>• Overlays are used if required.</li> <li>• Children are screened.</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase of dyslexia friendly books to help with reading.</li> <li>• Teachers are proactive and use strategies to help children, with or without a diagnosis.</li> </ul>	RF (SENCo)	£500 for books Summer 2021	<ul style="list-style-type: none"> <li>• Reading books purchased.</li> <li>• Dyslexia friendly resources purchased when required.</li> </ul>

<p><b>SCHOOL BUILDINGS AND OUTDOOR SPACE</b></p> <ol style="list-style-type: none"> <li>1. Ensure steps have a contrasting edge to them.</li> <li>2. Widen office door should wheelchair access be needed.</li> </ol>	<ul style="list-style-type: none"> <li>• Handle rails are in place and painted in a contrasting colour.</li> <li>• Current disabled facilities are good</li> <li>• School is on one level so is accessible</li> </ul>	<ul style="list-style-type: none"> <li>• When wheelchair access is required, the office door will need to be widened as the office entrance is the best access for wheelchairs.</li> <li>• Steps from play ground need to have a contrasting edge on them.</li> </ul>	LJW	TBC Steps Summer 2022	<ul style="list-style-type: none"> <li>• Step edges painted.</li> <li>• Door widened if required.</li> </ul>
<p><b>DELIVERY OF INFORMATION TO DISABLED PUPILS, STAFF AND VISITORS</b></p> <p>To ensure that disabled visitors are aware in advance of the lack of a car park</p>		<ul style="list-style-type: none"> <li>• Prepare an access statement to include reference to the restricted car parking provision. Include suggestion that visitors with special access arrangements should contact the school in advance of their visit. Include this statement on website.</li> </ul>	LJW	Spring 2022	Statement on website.