

# Accessibility Action Plan 2023-2026

## Yew Tree Primary Academy



# **YEW TREE PRIMARY ACADEMY**

## **ACCESSIBILITY PLAN**

### 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.

Our mission statement makes clear the value we place on valuing the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest of standards. Within this ethos of achievement, we do not tolerate bullying and harassment of any kind. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. We aim to reflect the multi-ethnic nature of our society and ensure that the education we offer fosters positive attitudes to all people.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, 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, parents and governors.

This document should be read alongside the Wade Deacon Trust's Equal Opportunities Policy which applies to all aspects of the Trust's relationship with staff and to relations between staff members at all levels. This includes job advertisements, recruitment and selection, training and development, opportunities for promotion, conditions of service, pay and benefits, conduct at work, disciplinary and grievance procedures, and termination of employment.

The Wade Deacon Trust is committed to providing a working environment free from harassment and bullying and ensuring all staff are treated, and treat others, with dignity and respect. All staff should take the time to ensure they understand what types of behaviour are unacceptable under the Dignity at Work Policy.

## 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 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 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.

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3. Action plan

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

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Yew Tree offers a differentiated curriculum for children and uses specific resources to ensure certain pupils are able to access the curriculum.</p> <p>We use resources tailored to the needs of individual pupils who require support to access the curriculum in both the mainstream and the DSP. The resources are provided on a needs analysis basis and, if they prove to be effective, will form part of a pupil's daily routine.</p> <p>Curriculum progress is tracked for all pupils.</p> <p>Targets are set effectively and are appropriate for individual pupils with additional needs.</p> <p>The curriculum in both mainstream and DSP is reviewed to ensure it</p>	<p>To continue to train staff to enable them to meet the needs of children with SEND.</p> <p>Resources used to support children's learning are effective and promote independence whenever appropriate.</p> <p>Ensure that curriculum planning reflects an adaptable and flexible approach to the teaching and learning of all subjects.</p>	<p>Audit of CPD needs including as part of appraisal process</p> <p>Teachers are aware of relevant information and best use is made of specialist resources that pupils require to access the curriculum. To develop the use One Page Profiles in the mainstream to support children's needs.</p> <p>Regular analysis of data to monitor progress and attainment of pupils with a disability.</p> <p>Monitoring of planning /PPPs to ensure children's needs are being met.</p>	<p>SLT</p> <p>SLT</p> <p>SLT</p> <p>SLT/Class Teachers</p>	<p>Ongoing and as required.</p> <p>Ongoing and as required.</p>	<p>Increased in access to all school activities for all pupils with SEND.</p> <p>Increased access to the National Curriculum / EYFS for all pupils.</p> <p>Increased access to the curriculum in the DSP – 'Curriculum around the Pupil'.</p>

	meets the needs of all pupils.					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• All entrances and exits are accessible</li> <li>• Lift available</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p>Improve signage and external access for visually impaired people.</p> <p>To ensure accessibility of access to IT equipment.</p> <p>All disabled pupils, staff and visitors can be safely evacuated.</p> <p>To ensure that the school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors.</p>	<p>Ensure external steps are highlighted in yellow /non slip paint. White strips are fitted to all stairs.</p> <p>Use of IT resources (adapted) too improve access for disabled pupils (VI/HI)</p> <p>Consider and plan for evacuation of disabled people. Make sure all areas of school have wheelchair access.</p> <p>Be aware of access needs for pupils, staff, governors, parents and carers and meet as appropriate (including during the recruitment process to ensure needs are met).</p>	<p>Site manager</p> <p>SLT alongside Sensory Impairment Service</p> <p>SLT</p> <p>SLT, Admin staff</p>	Ongoing.	<p>Improved access to all areas of the school environment for people with disabilities.</p> <p>School is aware of access needs and the necessary requirements/adjustments.</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Total communication approach in the DSP - Sign, use of Objects of Reference, PECS, communication boards, clear speech, body language, intensive</li> </ul>	<p>To ensure that the school provides written material in alternative formats as required to meet the needs of pupils or parents.</p> <p>To ensure all parents/carers and members of the school community can access information.</p> <p>To ensure that parents/carers who are</p>	<p>Written information to be provided in alternative formats as necessary.</p> <p>All school information (newsletters/brochures etc) to be available for all those who request it.</p> <p>School to be aware of the</p>	<p>SENCO alongside Sensory Impairment Service / Admin staff</p> <p>Admin staff</p>	Ongoing and as required.	<p>Improved delivery of information to disabled pupils. School is more effective at meeting the needs of individual pupils.</p> <p>Parents/Carers are kept informed of their child's progress and other relevant information.</p> <p>Parents/carers are able to share in school life and</p>

	<p>interaction, body signing and the use of visual supports such as timetables, now and next boards and symbols such as 'wait', 'help' and 'Traffic Lights'.</p> <ul style="list-style-type: none"> <li>• Use of visuals within the mainstream such as visual timetables, pictures etc.</li> </ul>	<p>disabled can access parent's evening and other school events.</p>	<p>needs of parents/carers and make appropriate provision and arrangements.</p> <p>Continue to liaise with sensory support staff and speech therapists to find suitable alternative strategies.</p>	<p>Office staff / SENCO / Class Teachers</p> <p>Class Teachers / SENCO</p>	<p>attend events.</p> <p>School staff continue to liaise with other professionals who also support individuals.</p>
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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 Principal and Governors.

#### 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 (SEND) information report
- Supporting pupils with medical conditions policy