



YCAT


Yorkshire Collaborative
Academy Trust

ACCESSIBILITY POLICY & PLAN

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| Statutory Policy: | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| School Level Appendix attached: | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> |
| Policy to be published on the YCAT website: | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |
| Policy to be published on school website | Yes <input type="checkbox"/> | No <input checked="" type="checkbox"/> |

This Policy was adopted by

**Yorkshire Collaborative Academy Trust
on 23/05/2018**

Chair of Trustees: Mr Ian Moore	
Signature:	 IAN MOORE
Frequency of review:	3 year
To be reviewed by:	SILG
Date of next review:	May 2021

REVIEW RECORD

Date of review	Reason for review	Date of next review

Name :		Signature:	
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on behalf of YCAT Full Board

Date of review	Reason for review	Date of next review

Name :		Signature:	
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on behalf of YCAT Full Board

Accessibility Policy

YCAT's core purpose is to ensure every child in all our schools reaches their full potential. One of our core values is to ensure equality of access for pupils and staff across our schools.

Everyone in school is important and included. We promote an ethos of care and trust where every member of the school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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 structured to complement and support the schools' Equality Objectives. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Each school is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Trust recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Accessibility Policy

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Single Equality Scheme
- Behaviour Management Policy
- Curriculum Policies
- Health and Safety Policies
- School Improvement Plan
- Special Education Needs Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Local Governing Body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on every three years. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Accessibility Policy

The priorities for the Accessibility Plan for our school were identified by the Headteacher, the Local Governing Body, the SENCO and other staff.

A plan of the school buildings showing areas of accessibility is shown below

**Primary School
Accessibility Plan**

Physical Access

Access Report Ref.	Item	Activity	Timescale	Cost
1.Canteen	Difficult for wheelchair access. Steps up to canteen	Wheel chair user to use ramped incline to access the canteen. Put procedure in place for wheel chair access – i.e. wheel chair user enters in advance of other pupils. Create table with clear access. Invest in a ramp	As soon as need requires	£200
2.Lack of school car park	No disabled parking space for member of staff, visitor or disabled pupil.	Staff or visitor could use disabled bays in NYCC car park.		
3.Lack of signage	Difficult to know where reception is if you enter from top gate	Obtain quotes to improve school signage to give clear direction where the school entrance is.		
4. First floor rooms	Wheel chair users – staff or pupils could not access first floor rooms	If necessary, relocate staffroom or class for pupil or member of staff.	As required	
5. Access to toilet facilities or pupils	Issue for pupil with mobility issues as there is a step up to pupil toilets.	Use the disabled toilet.		

Accessibility Policy

Curriculum Access

Access Report Ref.	Item	Activity	Timescale	Cost
1.Home school agreement	Does it take into account the needs of all pupils?	Review as part of review process	Annually	
2.Resources	Are resources appropriate for the needs of the children in our school?	SEND CO to review resources according to need	Every term	
3.Inclusion in school community	Extra- Curricular Activities School trips Play times and lunchtimes	Consider the range of extra-curricular activities and school trips with all pupils with a disability in mind. Consider the access to the activities at break and lunch times.	Ongoing	
4.				

Accessibility Policy

Written Information Access

Access Report Ref.	Item	Activity	Timescale	Cost
1. written information given to pupils and staff	Does the format of information meet the needs of staff and pupils?	Consider the need for providing information in different formats. Does it meet the needs of staff and pupils?	Ongoing	
2.				
3.				
4.				