



Accessibility Plan

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The difference between try and triumph is UMPPHHH!

Accessibility Plan

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Introduction

The SEN and Disability Act (SEND) 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. From 1 October 2010, the Equality Act replaced most of the Disability Discrimination Act (DDA). However, the Disability Equality Duty in the DDA continues to apply. The Equality Act 2010 (updated in Advice for Schools document 2014) aims to protect disabled people and prevent disability discrimination. <http://www.legislation.gov.uk/ukpga/2010/15/schedule/10> <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

This means that “schools cannot unlawfully discriminate against pupils on the grounds 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 Full Governing Body is responsible for ensuring the implementation and resourcing of the Plan and for reviewing the Plan.

Skelton Primary School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school will also remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life. Albion Primary School will challenge negative attitudes about disability and accessibility and developing a culture of awareness, tolerance and inclusion.

Responsibilities

The Governing Body has key duties towards disabled pupils

- Not to treat disabled pupils and their families less favourably for a reason related their disability;
- To make reasonable adjustments for disabled pupils and their families, so that they are not at a substantial disadvantage;
- To plan to increase access to education and extended activities for disabled pupils

The DFE definition of disability

Guidance from the DFE: a person has a disability if he or she has a long- term physical or mental impairment that has a substantial and adverse affect on his or her ability to carry out normal day to day activities. Substantial, as defined by the DDA, is something that is more than minor or trivial. <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The definition of a disability is a wide one and includes those with medical needs and many pupils with learning difficulties and emotional, behavioural and social difficulties.

The Access plan is designed to set out proposals of the governing body to increase access to education for disabled pupils in the three areas required by the duties outlined in the DDA by:

- Increasing the extent to which disabled pupils can participate in the school curriculum. This covers teaching and learning, it also includes the wider curriculum such as participation in after school clubs, leisure and cultural activities and extended school provision.
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education. This includes physical aids and equipment to access education.
- Improving the delivery to disabled pupils and their families of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed when necessary.

Aims of the Access Plan

- To ensure all pupils and their families are fully involved in school life by identifying barriers to participation and finding practical solutions.
- To increase the confidence of teachers and teaching assistants when teaching or aiding a wide range of disabled pupils.
- To develop sensitivity and expertise in approaching the specific needs of a broad range of pupils.
- To develop strong collaborative relationships with pupils and their families and to increase the satisfaction of disabled pupils and their families with the provision made by the school.
- To regularly review and evaluate standards of attainment for disabled pupils.
- To promote equality of opportunity and positive attitudes towards disabled pupils and their families.
- To have a whole school approach to disability, to break down barriers and to lead in respect of accessibility within an individual's area of responsibility.

Activity

This section outlines the main activities which the Academy undertakes, and is planning to undertake, to achieve the Key Objective.

Education & related activities

The Academy will continue to seek and follow the advice of specialist professionals, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Physical environment

The Academy will take account of the needs of students 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.

Provision of information

The Academy will make itself aware of local and national services for providing information in alternative formats when required or requested.

Consultation

Our families are regularly consulted through a weekly newsletter and timely questionnaires seeking views and opinions. The school council meet on a weekly basis to put forward views of their peers.

ACCESSIBILITY PLAN 2025-2028

Aim: To increase the extent to which disabled pupils and their families can participate in the school curriculum.

CURRICULUM					
ACTION	ACTIVITY	STRATEGIES	OUTCOME	TIME FRAME	GOAL ACHIEVED
Increase access to the curriculum for pupils with a disability	Audit of staff CPD requirements to meet needs of all pupils in their care	Match internal/ external CPD to existing & new staff portfolio	All children in learning environment where their needs are understood and met Calm, focussed children	Annually	Confident staff able to apply strategies
	Review of specific needs of pupils in terms of disability & behavioural needs	Modify playtime/ lunchtime routines to reflect the needs of all pupils	All children enjoying a relaxing, purposeful free time	Annually	All children can enjoy leisure times
	Provision of auxiliary aids for disability	Identify pupils Identify funding streams	Pupils identified through discussion with staff and assessment Laptops purchased and in use allowing all pupils equal access to the curriculum	Annually	All children have access to learning
School visits accessible to all students.	Educational visit/residential	Audit of visits in terms of accessibility. Staff to check with Inclusion Lead as part of the trip checklist. Individual Risk Assessments completed as required	Educational visits accessible to all pupils	On-going	All risk assessments completed. Reasonable adjustments made to ensure access to visits. Parents involved in individual risk assessments.
Ensure PE activities are accessible by all, include activities that do not need physical strength.		Liaise with outside agencies for any pupil's requiring adaptations.	All pupils can access the PE curriculum	On-going	PE curriculum adapted to meet needs of all children. Appropriate individualised resources available

BUILDINGS					
TARGET	ACTION	STRATEGIES	SUCCESS CRITERIA	TIME FRAME	GOAL ACHIEVED
New School Build	New School to be built as part of the SRP	Liaise with SRP, Architects, Planning, Building Control, R&CBC and Builders	Ensure plans will allow safer access to the site	Complete Summer 2028	Access the new school safely
To support the physical needs of the pupils	Wet room/ Changing Facilities in FS Medical treatment of pupils	Work with SRP to ensure facilities are available Identify area of school where children can have privacy whilst receiving medical treatment e.g. physiotherapy Review use of existing space	Comply with DDA and provide facilities so no pupil is excluded on the grounds of their continence	Autumn 2027	

INFORMATION					
	ACTIVITY	STRATEGIES	OUTCOME	TIME FRAME	GOALS ACHIEVED
SHORT TERM	Availability of alternative formats for written material	Working group gathers information about alternative formats required for pupil population and obtains resources or whereabouts of services	If required school can provide written information in alternative formats e.g. Braille	Annually	Information accessible to all parents carers
	Support reluctant and parents with learning difficulties	Nurture team/Office to access families who may not be able to access all written information	Build a list of families who we feel struggle to read/ support their children	Annually	Families more empowered
MEDIUM TERM	All major school documents available in priority alternative formats	Major school documents available in large print and on disc	Documents open to all	Annually	Alternative formats sent out where appropriate
LONG TERM					