



**Sherburn Church of England Primary School**

**and**

**Luttons Community Primary School**

*'Two unique schools, one federation family, with transformation at its heart.' Romans 12:2.*

## **Accessibility Plan**

**Start Date: November 2020**

**Review Date : November 2022**

## **Introduction**

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

Disabled Children and Young People. Definition (Equality Act 2010)

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

## **Aims**

Our school’s accessibility plan is aimed at:

- Ensuring disabled pupils can participate in the curriculum
- Ensuring the physical environment of the school enables disabled pupils to take advantage of education, benefits, facilities and services provided, and
- Ensuring information is accessible to disabled pupils

The definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverees and people with a history of mental illness, they are still covered by the legislation for the rest of their life.

It is likely that every school has disabled pupils, staff members and service users.

### **Vision and values**

We believe: *'All children become active learners through a high quality and inspirational curriculum which leaves children with the ambition to want to know more'*

Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life

### **at The Wolds and Vale Federation (Sherburn & Luttons):**

- We are committed to meeting the needs of all children
- All reasonable steps are taken to ensure that disabled children are not placed at a substantial disadvantage compared with non-disabled children
- The school is committed to endeavouring to provide an environment that allows disabled children full access to all areas of learning
- In some circumstances teachers will modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment

### **The School in context:**

#### **Luttons Community Primary**

*0 % minority ethnic;*

*100% English languages spoken;*

*46% Free School Meals (FSM) – eligibility and uptake;*

*14% Special Educational needs (SEN);*

*0% Disabled;*

*0% New Arrivals;*

*0% Asylum Seekers*

*42% Male 38% Female gender;*

*10% looked after and previously looked after children*

#### **Sherburn CE Primary**

*5% white and black Caribbean mixed race minority ethnic;*

*100% English languages spoken;*

*48% Free School Meals (FSM) – eligibility and uptake;*

*20% Special Educational needs (SEN);*

*1.7% Disabled;*

*0% New Arrivals;*

*0% Asylum Seekers*

*50% Male 50% Female gender;*

*3% looked after and previously looked after children*

### **School Provision**

### **Physical environment:**

- The school's toilet facilities are all accessible to all and provision is in place for disabled facilities
- Wheel chair access is enabled throughout the school building with the exception of pre-school and Luttons Dining hall (portable ramps can be accessed)
- Individual care plans and risk assessments have been produced and updated
- Fire evacuations stipulate safe areas for pupils who might have mobility issues

### **Access to the Curriculum:**

- All areas of the curriculum are made available to pupils regardless of their disability. Where an activity cannot be made accessible or would be inappropriate then an alternative activity will be made available
- Planning to improve access to the curriculum will include identifying reasonable adjustments to offer an equality of opportunity
- Depending on the impairments of the pupils, specific staff training will be sought to improve access to the curriculum
- Purchasing specialist equipment will increase access to the curriculum for disabled pupils.
- The school currently provides writing slopes and pencil grips and other appropriate equipment to those pupils who need it. This is assessed regularly to ensure pupil's needs are being met. Including review of the participation of disabled pupils during lesson observations will inform future developments in inclusion.
- Access to school visits can be problematic for some disabled pupils. Careful reviewing of access and transport needs to be completed before trips are undertaken.

### **The Role of Governors**

- The Governing Body is responsible for the school's duty not to discriminate
- A named governor and a designated member of staff jointly discharge the responsibility of ensuring that we meet our obligation not to discriminate

### **The Role of the Headteacher**

The Headteacher will ensure that all members of staff are aware of their responsibilities to all students without exception.

### **The Role of the Class Teacher**

- All members of staff are fully committed to the policy of not discriminating against pupils, parents or staff with disabilities
- When selecting classroom material, teachers strive to provide resources which give positive images, and which challenge stereotypical images of minority groups or genders
- Class teachers seek to implement this policy when designing schemes of work, both in the choice of topics to study, and in how sensitive issues are approached
- All our teachers and support staff challenge any incidents of prejudice. The behaviour coordinator is informed and incidents are recorded

### **Areas for Future Development**

- To review the school environment on a regular basis to facilitate access

- To provide auxiliary aids and services for disabled pupils, including specialist equipment when necessary
- To review access to information usually provided in written form