

SCALBY SCHOOL
COAST AND VALE LEARNING TRUST

Scalby School Accessibility Policy and Plan

HISTORY OF DOCUMENT

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1	CRO in conjunction	January 2018	Draft – Awaiting Approval	
2	SENDCO Mrs N. Davey & SEND Manager Mrs J Haythorne	Reviewed 07/11/22	Approved by Governors	
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1 VISION AND VALUES

The vision for all our students and staff is, **‘being the best we can be’**.

Students and staff are encouraged to be the best they can be by embracing the five core school values.

- Learning
- Leadership
- Ambition
- Preparation

- Respect

Students are provided with high quality learning opportunities so that each student attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. Our work is focused on developing and celebrating students as individuals and not just as learners. We believe that every child, regardless of ability, deserves a first class education.

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. The Trustees are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

2 STATEMENT OF INTENT

This statement sets out the ways in which Scalby School provides access to education for students with a disability. A person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform their day-to-day activities (Equality Act 2010).

3 LEGAL FRAMEWORK

Scalby School, Coast and Vale Academy Trust's Accessibility Plan has been produced in response to, and in accordance with,

- the Equality Act (2010).
- Special Educational Needs and Disabilities Regulations 2014
- DofE (2015) "Special educational needs and disability code of practice :0 to 25 years"

This policy is used in conjunction with following school policies and procedures:

- POLICY FOR MANAGING THE HEALTH CARE NEEDS OF CHILDREN, MANAGING ADMINISTRATION OF MEDICATION and FIRST AID IN SCALBY SCHOOL
- Scalby School SEND Policy
- Scalby School SEND information Sheet
- Scalby School Respect Policy

4 DEFINITION

Accessibility is addressed under the following headings:

- Access to Buildings and Classrooms
- Curriculum Access (including examinations)
- Information for Students and Parents
- Admissions

The Trustees of Coast and Vale Academy Trust support the Special Educational Needs and Disability Act (2010). Coast and Vale Academy Trust are therefore committed to the principle of all local children having equal rights of access if this can reasonably be provided. Coast and Vale Academy Trust will review access to the physical environment for students with disabilities.

The Equality Act 2010 that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage civil partnership.

5 ROLES AND RESPONSIBILITIES

Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.

The headteacher, in conjunction with the governing board will create an Accessibility Plan with the intention of improving the school's accessibility.

The governing board will be responsible for monitoring the Accessibility Plan.

The full governing board will approve the Accessibility Plan before it is implemented.

All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.

The headteacher, (or SENDCO or Deputy Head, Pastoral acting on their behalf) will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.

During a new pupil's induction, the headteacher (or SENDCO or Deputy Head, Pastoral acting on their behalf) will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.

The headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.

The headteacher, governing board and SLT will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will work closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010.

Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin

6 ACCESSIBILITY PLAN

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. The Trustees are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.

The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities

The Accessibility Policy and Plan will be published on the school website.

7 EQUAL OPPORTUNITIES

The school strives to ensure that all existing and potential pupils are given the same opportunities. The school is committed to developing a culture of inclusion, support and awareness.

Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.

The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.

The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

- Outdoor Education
- Sports and PE
- Drama and Performing Arts Productions
- Music
- After School
- Excursions and trips. The suitability of any event and the need for additional support can be discussed fully with the parents in advance.

8 ADMISSIONS

The school will act in accordance with the Admissions Policy.

The school will apply the same entry criteria to all pupils and potential pupils.

The school will support pupils with SEND by making any reasonable adjustments necessary during entry exams, e.g. publishing exam papers in a larger font.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.

All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning.

Prospective parents of pupils with an EHCP, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

9 CURRICULUM

Our aim is that students with disabilities should, as far as possible, have access to a full and broad curriculum similar to that followed by their peers. Students, regardless of disability, should have access to the full National Curriculum, differentiated to take account of access and learning needs. Access to the curriculum is a key issue for consideration at the stage of admission to the academy, transition within the academy or when a disability develops. Advice and support, where appropriate, will be sought from the appropriate external agencies and can be provided in a variety of formats. Specialist equipment and ICT resources may be available to meet individual needs. A range of software is available to support students with dyslexia or reading difficulties. In constructing the School's timetable, sympathetic consideration will be given to individual needs. Scalby Learning Trust will assess a student's need for support and exam access arrangements. This will include both internal assessment procedures and external assessment.

10 PHYSICAL ENVIRONMENT

Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. Effective use of these facilities can help overcome difficulties of mobility and sight impairment in particular.

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises

The aim is to ensure there are no parts of the school to which pupils with disabilities have limited or no access to.

The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.

Where entrances to the school are not flat, a ramp is supplied for access.

Wide doors are fitted throughout the school to allow for wheelchair access.

11 MONITORING AND REVIEW

This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published.

The governing board and headteacher will review the policy in collaboration with the SENDCO

12 APPENDIX A

Scalby School Accessibility Plan 2023-24