

Craven Pupil Referral Service



Accessibility Plan

Approved by:

A. Haughey

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Ratified by Governors:

R. Bellfield

Date: OCTOBER 2023

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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 pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities, and services provided.
- Improve the availability of accessible information to pupils with disabilities.

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.

School Aims Equality and Diversity Statements:

- To ensure students have high aspirations for themselves and to support them to achieve their full potential.
- To develop student independence and to prepare them for the next stage of their lives.
- To develop healthy, confident young people who will make a positive contribution to their community and the wider world.
- To provide a range of experiences and opportunities.

School Equality and Diversity Objectives:

- To increase understanding of issues relating to gender and sexuality
- To increase understanding about the relationship between different religions and cultural groups.
- To raise attainment for all underachieving groups.
- To encourage all to consider non-stereotyped career options.
- To anticipate the needs of incoming students from a new group, such as traveler children and minority ethnic groups.
- To ensure that students with mental health needs achieve good outcomes which enable them to progress to the next stage of their education.
- To raise awareness and understanding of mental health needs across the school and wider community.

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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium, and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to make sure it meets the needs of all pupils. Safeguarding 	<ul style="list-style-type: none"> To assess all students on entry. Create support plans. Write Risk Assessments. Plan high-quality, inclusive lessons. Track attainment. Have necessary resources available, or order as required. To safeguard all students. To monitor and liaise with external agencies as required. 	<ul style="list-style-type: none"> Curriculum is regularly reviewed. Timetables are adapted to reflect the needs of individuals and are then reviewed regularly. We complete baseline testing with GL assessment for all incoming students. SNAP testing. Boxall testing. Pupil Passports. IEP as appropriate. Risk Assessments. Procurement. Safeguarding measures as required. 	<ul style="list-style-type: none"> Emma Marsden to complete baseline testing. Nikie Arthurs (SENCO) Emma Marsden (DSL) Andrew Haughey (Head Teacher) Curriculum and Time Tabling. All stakeholders for lessons, resources, support, assessment, dynamic risk assessment and safeguarding. 	<ul style="list-style-type: none"> Ongoing due to the transient nature of our intake. 	<ul style="list-style-type: none"> Assessments completed and data shared. Support plans created and shared. Risk assessments written and shared. Attainment tracked. High quality, inclusive lessons and experiences planned. Resources available as need dictates. High quality safeguarding and communication /support.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium, and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> Corridor width Disabled parking bay Disabled toilets and changing facilities. Library shelves at wheelchair-accessible height 	<ul style="list-style-type: none"> To be reactive to new students arriving and ensure resources are made available to suit their need (i.e. ramps for wheelchair access/loops for hearing impaired, braille signage, visual timetables etc.). 	<ul style="list-style-type: none"> As required for the need of student intake. 	<ul style="list-style-type: none"> Andrew Haughey for procurement. Duncan Armstrong for premises management. Emma Marsden (DSL) for safeguarding needs and risk assessments. Nikie Arthurs (SENCO) for liaising with others regarding provision of SEND need. 	<ul style="list-style-type: none"> As required. 	<ul style="list-style-type: none"> Provision provided as required.
Improve the delivery of information to pupils with a disability	Our school will use appropriate communication methods to make sure information is accessible.	<ul style="list-style-type: none"> As required 	<ul style="list-style-type: none"> As required 	<ul style="list-style-type: none"> NIA/EMa can use Makaton sign language 	<ul style="list-style-type: none"> As required 	<ul style="list-style-type: none"> As required

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Management Committee and Chair of Governors.

It will be approved by the Chair of Governors, Management Committee.

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 (SEN) information report
- SEND policy.
- Supporting pupils with medical conditions policy
- Safeguarding and Child Protection
- Medical Policy
- Health and Safety Policy
- Curriculum Policy
- Mental Health and Wellbeing
- Supporting Pupils with Medical Conditions