

Yew Tree Community School Accessibility Plan

Approved by the CEO	01/09/2023
Version No.	3
Review Date	01/09/2026
Statutory	Yes

Vision Statement:

At Yew Tree Community School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Under the Equality Act 2010 schools should have an Accessibility Plan. 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 listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Yew Tree Community School the Plan will form part the School Development Plan and will be monitored by the head teacher and evaluated by the relevant Governors' committee. The current Plan will be appended to this document.

1) The Yew Tree Community School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. 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.

3) Yew Tree Community 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.

4) The Yew Tree Community School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are 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 **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 time frame;
- 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 time frame.

5) The Yew Tree Community School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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

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

- Behaviour Management Policy
- Curriculum Policy
- Emergency Plan
- Equal Opportunities Policy
- Health & Safety Policy
- School Information on Website
- School Improvement Plan
- Special Educational Needs Policy
- Staff Development Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the 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.

9) 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.

10) The Accessibility Plan will be published on the school website.

11) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

12) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

The Accessibility Audit

The governing board will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities

- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

All actions will be carried out in a reasonable timeframe, and after considering pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Physical Facilities already in place

- Main doors have wide doors for wheelchair access.
- Disabled toilet and shower in KS1.
- Disabled toilet in KS2.
- Changing facilities and shower in Early Years.
- Washing machine and tumble drier available.
- Rails on all stairs.
- There is ramp access to all classrooms in main school, where required. Where this is not possible, alternative routes are available.
- Hi Riser Wall Mounted Automated Changing Bench available.
- Speaker to reception on main doors mounted at lower level.
- UV light filters fitted to all windows where children with XP condition have access.
- School letters are translated into several of the main languages spoken by parents.
- Key staff trained in using Google Translate.
- Recently upgraded CCTV system which covers main access points and has recording facility over 30 days.
- All documents on school website able to be translated using Google Translate option.
- Sound Field Systems in classrooms and main hall.
- Hearing loop in reception area.
- All push to exits have been lowered to meet disabled regulations.
- Disabled toilet built into KS2 toilets.
- Additional lowered, door handled added to corridor doors that are needed.
- Hook attached to doors that are too heavy so they are always open.
- Identified classroom door handles changed to pull rather than twist.

- Small steps available for children to reach the basin and be in view of food being served in the lunch hall.
- Pegs lowered in Reception corridor.

Areas for Improvement:

- Lower level basin in Reception, KS1 and KS2 toilets
- Mirrors need to be lowered in KS1 and KS2 toilets
- Soap dispensers lowered in Reception, KS1 toilets and KS2 toilets
- Swivel taps installed in Reception, KS1 and KS2 toilets
- Photocopier needs moving by the toilets in the office corridor for easy wheel chair access?
- Introduce Makaton signs and symbols across school in key areas, e.g. dining hall.

Accessibility Plan, September 2023 – 2026

	Objectives	Action			Timescale	Monitoring Who? How?
		How?	People	Resources		
1	Improve access for pupils who may experience difficulty moving around the school.	<ul style="list-style-type: none"> • Ensure care plans are in place to support all pupils with mobility difficulties • PEEP Plans • Risk Assessments 	<p>SENCO Parents Medical officer</p>	<p>Accessibility and Care Plan Planning time for SENCO/ Medical Officer</p>	On-going, as required	<p>Governors Head of School</p>
2	To ensure all staff receive relevant and timely training on a range of effective strategies to support learners with DSEN.	<ul style="list-style-type: none"> • Update DSEN and staff handbook. • School to seek advice from outside professionals. • Consider needs of specific pupils, both for school and off-site activities. Raise awareness of disability equality via <ul style="list-style-type: none"> • Staff meetings • PSHE lessons • Collective Worship • Celebrating differences/diversity • Rights Respecting School Agenda • Wheel of Well Being • Pupil Voice • Curriculum 	<p>All leaders LA Services for Education SENAR All school staff Medical officer</p>	<p>Staff training costs Visiting speakers/trainers Curriculum resources</p>	On-going, as required.	<p>Head of School SENCO</p>

3	Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	<ul style="list-style-type: none"> • Thorough planning. • Advance pre-visits. • Risk Assessments. • Extra staff to provide 1:1/group supervision • Pre-visit checklist from PDSS to be completed before visit and shared what all staff. 	<p>Teachers Educational Visits Leader Trip leaders SENCO</p>	<p>Leaders planning time for risk assessments Pre-visits where possible. PDSS time for guidance</p>	<p>On-going, as required.</p>	<p>Head of School SENCO Trip reviews. Feedback from pupils</p>
4	Ensure that before and after-school clubs are accessible for all pupils.	<ul style="list-style-type: none"> • Ensure access is available for all pupils including those with physical or sensory disabilities. • Provide adult support if necessary. • Make physical adaptations as and when required. 	<p>PE Leader Sports Coaches Learning mentors SENCO</p>	<p>Budget for clubs provision New equipment as needed</p>	<p>On-going as required</p>	<p>Head of School SENCO</p>
5	Ensure the curriculum is fully accessible to pupils with any type of difficulty or disability.	<ul style="list-style-type: none"> • Consider alternative communication systems. Develop use of Makaton Training across school. • Introduce Makaton signs and symbols across school in key areas, e.g. dining hall. • Consider the way in which information is presented to pupils. Monitor use of Visual Timetables and Now and Next Boards. • Consider ways in which pupils can communicate their ideas – alternative methods as that of drawing, I-Pads, practical activities, provocations, sensory cuing and visual aids. 	<p>All Staff Subject leaders Advisors for sensory impairments Subject advisors Training</p>	<p>Resources Subject leader release time Outside agency support</p>	<p>On-going as required</p>	<p>Head of School Executive Head of Teaching and Learning SENCO</p>

		<ul style="list-style-type: none"> • Adapted/differentiated planning for Topic Sessions • Paired Buddies for integration • Coloured overlays • Magnifier sheets • Busy Boxes • Any specialised provisions recommended by outside agencies. 				
6	Classrooms are optimally organised to promote the participation and independence of all children	<ul style="list-style-type: none"> • Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. • Ensure that furniture is suitable and accessible to each individual child. Seek advice from outside professionals when needed. 	All staff SENCO Advisors for sensory impairments (PDSS/ OT)	Resources	Annually or as required.	Head of School Phase leaders SENCO