



Accessibility Plan Summer 2018

Three year period covered by this scheme:
Summer 2018 – Summer 2020

Purpose of this plan

At Glusburn CP School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child 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. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem.

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

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.

Objectives

Glusburn CP 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. The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parents' and child's right to confidentiality.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

- 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 timeframe;
- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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 auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- 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 timeframe.



Accessibility Plan Summer 2018

Three year period covered by this scheme:
Summer 2018 – Summer 2020

The Glusburn CP School's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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

- Admissions policy
- Behaviour Policy
- Anti-Bullying Policy
- Health & Safety Policy
- SEND Policy
- Teaching and Learning Policy
- Equalities scheme

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.

When children enter school with specific disabilities, the school works in closely with the local authority support services for advice and guidance. If children who have an Education Healthcare Plan (EHCP) are admitted, arrangements begin with a transitional review, which a member of the school attends. For children with a disability, in addition to information provided by pre-school settings, other primary school, parents are asked to give details.

Responsibility

The governors will be responsible for monitoring, evaluating and reviewing the school's Accessibility Plan. The finance committee will also be responsible for obtaining and allocating the funds needed to implement any priorities in the plan. The plan will be reviewed annually at the FGB meetings. The Headteacher will be responsible for the plans day to day implementation.

Reporting

Progress of any priorities will be reported to the Full Governing Body at least once a year.

Access to the plan

Parents/Cares may request a copy of the plan from the office. The plan is also available on the school's website.

Contact us

North Yorkshire County Council, County Hall, Northallerton, North Yorkshire, DL7 8AD

Our Customer Service Centre is open: Monday - Friday 8.30am - 6.00pm and Saturday

9.00am - 12.00pm Tel: **0845 8727374** email: **customer.services@northyorks.gov.uk**

Or visit our website at: **www.northyorks.gov.uk**

If you would like this information in another language or format such as Braille, large print or audio, please ask us.

Tel: 01609 532917

اگر آپ کو معلومات کسی دیگر زبان یا دیگر شکل میں درکار ہوں تو برائے مہربانی ہم سے پوچھیے۔

如欲索取以另一語文印製或另一格式製作的資料，請與我們聯絡。

যদি আপনি এই ডকুমেন্ট অন্য ভাষায় বা ফরমেটে চান, তাহলে দয়া করে আমাদেরকে বলুন।

Aby otrzymać te informacje w innym języku lub formie, np. w alfabecie brajla, w wersji dużym drukiem lub audió, prosimy się z nami skontaktować.

Email: communications@northyorks.gov.uk





Accessibility Plan Summer 2018



Three year period covered by this scheme:
Summer 2018 – Summer 2020

| Targets | Action | Outcome | Timescale | Notes on progress |
|--|---|--|------------------------------|-------------------|
| Equality and Inclusion | | | | |
| To ensure that the Accessibility Plan becomes an annual agenda item at FGB Meetings. | To ensure that the Accessibility Plan becomes an annual agenda item at FGB Meetings. | Adherence to legislation. | Annually | |
| To improve staff awareness of disability issues. | Review staff training needs. Provide training for members of the school community as appropriate. | Whole school community aware of issues. | On-going | |
| To ensure that all policies consider the implications of disability access. | Consider during review of policies. | Policies reflect current legislation. | On-going | |
| Improving Physical Access | | | | |
| To continue to improve, where possible, the school buildings and grounds accessibility to all children and adults (this is difficult due to the building and boundaries) | Audit of accessibility by the Resources committee | Modifications will be made if achievable with building restrictions. | End of academic Year 2017-18 | |
| Improving Curriculum Access | | | | |
| Differentiation enables all children to access learning at the appropriate level | Planning reflects appropriate differentiation Observations, work scrutiny | Children's learning is challenging but at the appropriate level that they can access and make progress | Ongoing | |
| Targeted interventions are implemented when necessary by support staff | Impact of interventions on children's progress is monitored. Support staff CPD | Interventions are effective in removing barriers to learning, accelerating children's progress. | Ongoing | |
| Additional specialist equipment is provided where necessary e.g. writing slopes | Advice and support from EMS services | All children can participate in learning. Independence is promoted. | Ongoing | |
| Additional access for KS2 tests is requested if necessary | Evidence collated from school and EMS services to submit to DfE | All children can access tests | Annual | |



Accessibility Plan Summer 2018



**Three year period covered by this scheme:
Summer 2018 – Summer 2020**

| | | | | |
|--|---|---|---------|--|
| To ensure that all pupils are able to access out of school activities e.g visits, clubs | Additional adult support if necessary. External providers of clubs fully informed. NYCC EV procedures followed – RA of visit sites. | All pupils can access activities | Ongoing | |
| Access to Information | | | | |
| To ensure that information is accessible to all | Information is available in alternative formats when requested. | Information is available in alternative formats when requested. | Ongoing | |
| Documentation on the website is accessible to those with English as an additional language | NYCC ICT services to ensure information on the website can be translated into other languages when requested | Information accessible in other languages | Ongoing | |
| To ensure that parents who are unable to attend school, because of a disability can access parent consultation and other information | Information can be sent home or e-mailed. Staff can phone. | All parents are informed about their child's progress | Ongoing | |