



YCAT
YORKSHIRE
COLLABORATIVE
ACADEMY TRUST

Accessibility Plan

2024-27

This Policy was adopted by

**Yorkshire Collaborative Academy Trust
on 03/2024**

Chair of Trustees: Mrs Jenny Baynes	
Signature:	
Frequency of review:	3 years
To be reviewed by:	Full Board

REVIEW RECORD

Date of review	Reason for review	Date of next review
March 2024	Cycle of review	March 2027

ACCESSIBILITY PLAN FOR HAWES PRIMARY SCHOOL

Aims of the plan

The purpose of this plan is to show how our school intends, over time, to continue to increase accessibility to the curriculum, the physical environment and written information, so that all pupils/students with or without a disability can take full advantage of their education and associated opportunities in the school community.

We define our disabled pupils as:

- Those with physical disabilities, including ambulatory, dexterity, visual and auditory difficulties as well as hidden disabilities such as diabetes and other chronic conditions.
- Those with learning, emotional, social, behavioural, communicational, interactional and mental conditions as well as hidden disabilities such as dyslexia and autism.

Objectives of the plan

- To ensure all disabled pupils/students are fully involved in school life and are making good progress.
- To identify barriers to participation and find practical solutions to overcoming these.
- To work with disabled pupils/students and their parents or carers to create appropriate provision, including education health and care plans where relevant.
- To increase the confidence, sensitivity and expertise of staff when teaching or supporting a wide range of disabled pupils/students.
- To meet the requirements of the Equality Act 2010 and the SEND code of practice 2015, as updated in 2022, in respect of disabled pupils/students.
- To reduce or eliminate where possible the barriers to adults with a disability, be they staff, parents, carers, governors or other users, to ensure their full potential in the life of the school and enable full use of the facilities available.
- To monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- To provide appropriate support and provision for employees with disabilities to ensure they can carry out their work without barriers.
- To undertake reasonable adjustments to enable staff to access the workplace.

The Equality Act 2010

Compliance with the Equality Act is consistent with our school aims and equal opportunities policy as well as our SEND policy.

The governing board has full regard to the Equality Act 2010 when carrying out their duties and responsibilities.

All those who work in the school as employees or volunteers recognise their duty under the Equality Act 2010:

- Not to discriminate against disabled pupils in admissions, suspensions or exclusions, or in the provision of education and associated services.
- Not to treat disabled pupils less favourably.

- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an accessibility plan.

Key staff and governors

- The member of the senior leadership team with oversight of special educational needs and disabilities is Miss Andrea Caygill .
- The lead member of staff is the SEND co-ordinator Mrs Verity Marwood who is responsible for
 - The special needs register.
 - The welfare of all SEN and disabled pupils/students.
 - Appropriate training for staff.
 - Ensuring that the accessibility plan is implemented.
 - Monitoring its effectiveness in meeting disabled students' needs.
- Each year group has a named member of staff whose particular responsibility is SEND.
- All teaching and support staff involved in the teaching and learning of SEND pupils receive regular specialist training as part of our CPD programme.
- A named governor Mrs Abbie Rhodes is responsible for ensuring that the governing board has a termly update on SEND pupils at a full board meeting and an annual report on the improvements achieved for disabled pupils under the accessibility plan.

Our plan is based on the three main tenets of the DfE statutory advice as updated in 2022 ***Increased access to the curriculum***

Ideally, all areas of the curriculum should be available to all pupils/students, regardless of their disability. We make every effort to educate students with disabilities alongside their peers in a mainstream classroom setting. Where this is not possible the SEND co-ordinator consults with the student and their parents about proposed flexible alternative arrangements.

The school curriculum is regularly reviewed to ensure it is accessible to students of all levels and abilities and supports the learning and progress of all students as individuals. This includes learning outside the classroom through activities such as after school clubs, leisure and cultural activities and school visits.

Areas on which we intend to concentrate in the next three years include:

- Better early identification of the needs of disabled pupils/students and staff awareness of these.
- Regular training of staff on aspects of SEN and disability in the school and developing appropriate teaching and learning strategies.
- Revised awareness raising programme for all pupils/students about the range of disabilities in the school.
- Embedded mechanisms to listen to views of SEND pupil/students and their parents/carers and consider them in all aspects of school life.
- Specific specialist intervention where needed for all SEND pupils.
- Specialist advice from other professionals.

- Special access arrangements for internal/external exams.
- Access to digital and audio-visual material and equipment.

Improved access to the physical environment of the school

The school carries out an accessibility audit every three years in advance of reviewing this policy. The audit is carried out by the LGB as part of our regular safeguarding tours of the school.

Teachers are given advice on how to move and arrange furniture and how to manage lighting, noise and visual stimulus, etc. We also give attention to how pupils/students' needs can be met on school journeys and visits.

Areas on which we intend to concentrate in the next three years include:

- Additional ramps-to access through the school hall door if needed.
- Improvements to the medical room/disabled toilet.
- Doors with low level glass panels-main school entrance.

Improved delivery of information to disabled pupil/students

Teachers and TLAs consider the needs of each disabled pupil/student and provide accessible learning resources for them. The increased use of interactive whiteboards and other digital technology have diversified the ways in which all pupils/ students received information.

Areas on which we intend to concentrate in the next three years include:

- Investigating symbol software to support learners with reading difficulties.
- Raising awareness of font sizes and page layout for pupils with visual impairments.
- Readers and scribes in examinations.
- Coloured overlays for texts.
- Auditing the school library to ensure the availability of large font and audio books.
- Auditing signage around the school. To ensure it is clear and well situated.
- Additional tactile resources.

Staff and other adult users with disabilities

The governing board recognises its responsibilities towards employees with disabilities (see above page 3). Many of these improvements will also benefit disabled adults associated with the school as well disabled family members of pupils, staff and governors. They will also enable more disabled adults to have access to the school premises through wider use.

Review

The accessibility plan has the status of a policy of the governing board and must be reviewed every three years. The views of disabled students and adults will feed into the review and the accessibility audit.

Mid Cycle Review-October 2025