



# Sledmere and Wetwang Federation Accessibility Statutory Statement

|                                    |                    |
|------------------------------------|--------------------|
| Statement:                         | Accessibility Plan |
| This statement was approved:       | February 2021      |
| This statement will be reviewed:   | February 2022      |
| Governor committee responsibility: | H&S Committee      |

At Sledmere and Wetwang Federation 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. We know that safe and happy children achieve.

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.

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.

## **Objectives**

Sledmere and Wetwang Federation 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 parent's and child's right to confidentiality.

The Sledmere and Wetwang Federation 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:-

- 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 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;
- 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.

The Sledmere and Wetwang Federation Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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

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.

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.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through FGB with the premises governor xxx leading this area.

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

Approved \_\_\_\_\_

Date \_\_\_\_\_

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **Inclusion Leader**
- **School Business Manager**
- **Caretaker**

**A plan of the school buildings showing areas of accessibility is shown below**

**Sledmere and Wetwang Federation**  
**ACCESSIBILITY PLAN**

Physical Access

| Access Report Ref. | Item                                | Activity                                                         | Timescale       | Cost                |
|--------------------|-------------------------------------|------------------------------------------------------------------|-----------------|---------------------|
| 1.                 | Access for people with disabilities | Send out survey to ascertain access needs of parents and carers. | By January 2021 | Free – via website. |

**Sledmere and Wetwang Federation**  
**ACCESSIBILITY PLAN**

Curriculum Access

| Access Report Ref. | Item                 | Activity                                                                                                                                    | Timescale                       | Cost                                                                            |
|--------------------|----------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|---------------------------------------------------------------------------------|
| 1.                 | Learning environment | SENCO to lead review learning environment from inclusive perspective using SPId audit                                                       | Summer 2021 – reviewed annually | Staff meeting time and SENCO release time compile findings and recommendations. |
| 2.                 | Pupil Passports      | SENCO to lead updating of provision maps in 4 areas based around code                                                                       | Summer 2021 – reviewed annually |                                                                                 |
| 3.                 | Resources            | Class teachers to review organisation of access to resources in individual classrooms and ensure labels and signs are inclusive and promote | Summer 2021 – reviewed annually |                                                                                 |
|                    | Resources            | Maths leader to review concrete resources used in Maths. Trial approaches to make more inclusive.                                           | Summer 2021 – reviewed annually | Maths Leader release time                                                       |
| 4.                 | Training & links     | Provide appropriate and relevant ongoing training all staff on matters of inclusion – LA training                                           | Summer 2021 – reviewed annually | Dependent on training needs                                                     |

# Written Information Access

| Access Report Ref. | Item                                                                               | Activity                                                                                                                                                                                                                                                                                                                                                                                                                                      | Timescale                       | Cost                 |
|--------------------|------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|----------------------|
| 1.                 | Clear, straight forward and simple communication with parents and community        | Information presented in variety of easy to access ways e.g. displayed in window for parents dropping off, sent via email, text and on school website. Language used is simple with any education terms/jargon avoided or clearly explained. Parent guides produced & parents sessions run for key areas e.g. phonics, new assessment. Admin & teaching staff aware of individual who may need information explaining directly or personally. | Summer 2021 – reviewed annually |                      |
| 2.                 | Access to info for pupils, parents, carers for who English is additional language. | Website translator                                                                                                                                                                                                                                                                                                                                                                                                                            | In place                        | None                 |
| 3.                 | More flexible / easier communication between home and school.                      | Phone system to allow parents to leave messages 24 hours a day in different categories e.g. reporting absence, message for child's class teacher.                                                                                                                                                                                                                                                                                             |                                 | New monthly contract |