

South Bank Multi Academy Trust

Accessibility Policy

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1. AIMS

- 1.1 South Bank Multi Academy Trust 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
- 1.2 The Trust's aim is to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
- 1.3 The Trust's key objectives are to reduce and eliminate barriers for access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

1.4 **Principles:**

- Compliance with the Disability Discrimination Act (DDA), the Trust's equalities policy, and the operation of the Trust SEND policy;
- The schools recognise their duty under the DDA (as amended by the SENDA):
 - Not to discriminate against disabled pupils in their admissions and exclusions, and 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.
- In performing their duties, Trustees, Governors and staff will have regard to the Disability Rights Commission Code of Practice (2002);
- The Trust recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The schools provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
 - Setting suitable learning challenges.
 - Responding to pupils' diverse learning needs.
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

1.5 The plan will be made available online on the schools' websites, and paper copies are available upon request.

1.6 The Trust is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

1.7 The schools support any available partnerships to develop and implement the plan.

1.8 The Trust complaints procedures covers the accessibility plan.

1.9 If you have any concerns relating to accessibility in one of our schools, the complaints procedure sets out the process for raising concerns.

2. **LEGISLATION AND GUIDANCE**

2.1 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.

- 2.2 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.
- 2.3 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.
- 2.4 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.
- 2.5 This policy complies with our funding agreement and articles of association.

3. SCHOOL ACTION PLANS

These action plans set out the aims of the accessibility plan in accordance with the Equality Act 2010.

Knavesmire Primary School				
Target/Aim	Outcomes/Success criteria	Timescale	Person responsible	Completion date
Increase access to the curriculum for pupils with a disability	<p>Our school offers a broad and balanced curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Outcomes are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Intervention training for support staff to enable them to work with increased knowledge and provide appropriate resources for pupils. Staff trained to meet individual medical needs of pupils where applicable.</p> <p>Training for teachers on differentiating the curriculum for disabled children as required.</p>	Annual curriculum reviews; EHCP assessments	Inclusion manager in liaison with class teachers and CPD opportunities	In line with individual pupil needs

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Lifts. • Corridor width. • Disabled parking bays. • Disabled toilets and changing facilities. • Library shelves at wheelchair-accessible height. • Hygiene suite . 		<p>Inclusion manager in liaison with class teachers</p>	
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage. • Large print resources. • Radio aids. • Pictorial or symbolic representations. • Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for visually impaired pupils. 			

Woodthorpe Primary School				
Target/Aim	Outcomes/Success criteria	Timescale	Person responsible	Completion date
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Learning aids to be produced. Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for visually impaired pupils. 	Ad hoc	SENCO	In line with current pupils needs
	<ul style="list-style-type: none"> Intervention training for support staff. Support staff able to work with increased knowledge and provide appropriate resources for pupils. 		SENCO	In line with current pupils needs
	<ul style="list-style-type: none"> Termly learning support meetings to take place to assess and address pupil needs. Pupil needs reviewed and being addressed 		SENCO	In line with current pupils needs
	<ul style="list-style-type: none"> Training for teachers on differentiating the curriculum for disabled children as required. Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum. 		Headteacher	Completed
	<ul style="list-style-type: none"> Staff trained to meet individual medical needs of pupils where applicable. Staff completed training for specific needs. 		Headteacher	Epi pen training and diabetes awareness training for relevant staff in line with pupil needs

Woodthorpe Primary School				
Target/Aim	Outcomes/Success criteria	Timescale	Person responsible	Completion date
Improve and maintain access to the physical environment	<p>Our school offers:</p> <ul style="list-style-type: none"> • Access to a disabled toilet. • Each area of the school has wheelchair access and egress. • Emergency systems to have visual alarms. • All new internal doors accessible for wheelchair users. 		<p>Headteacher</p> <p>Headteacher</p> <p>Headteacher</p>	
Improve the delivery of information to pupils with a disability	<p>Understand the needs of pupils and ensure information is available in relevant formats. Large print Braille pictorial or symbolic representations. Pupils have access to curriculum information and all other school information in a format that meets their needs.</p>	Ad hoc	SENCO	
	<p>Ensure signage is suitable for non-readers, is clear and well situated. Pupils are able to navigate the school regardless of any disability.</p>	Ad hoc	Headteacher	
	<p>The school makes itself aware of the services available through the LA for converting written information into alternative formats. Pupils have access to curriculum information and all other school information in a format that meets their needs.</p>	Ad hoc	Headteacher	

Carr Junior Primary School				
Target/Aim	Outcomes/Success criteria	Timescale	Person responsible	Completion date
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils, which includes careful scaffolding and the removal of barriers to achievement.</p> <p>Learning aids to be sourced and produced which are bespoke to a child's needs, e.g. dyslexia, visual or hearing impairment.</p> <p>Specialist equipment is supplied to enable participation in both curriculum and enrichment opportunities.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Progress is tracked for all pupils, including those with disabilities.</p> <p>Termly progress and support meetings take place to assess and address pupil needs and to review and set appropriate outcomes.</p>	Termly and annual reviews	<p>Headteacher</p> <p>SENCO</p> <p>Class teachers</p>	In line with pupils' needs

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • An external ramp at the main and side entrance to the school. • Elevators. • Corridor width. • Disabled toilets and changing facilities. • Assigned gender neutral toilets. • Increased soft furnishings to meet the needs of those with hearing impairments. • Flexibility in classroom allocation e.g. ground floor. 	<p>Annual health and safety assessments</p>	<p>Headteacher/Site Manager</p>	<p>In line with pupils' needs</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage. • Large print resources where necessary. • Braille resources and printer. • Pictorial or symbolic representations. 	<p>Termly reviews and progress meetings</p>	<p>Headteacher SENCO Class teachers</p>	<p>In line with pupils' needs</p>

Scarcroft Primary School				
Target/Aim	Outcomes/Success criteria	Timescale	Person responsible	Completion date
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 and learning is scaffolded as required. • Our curriculum is planned so that steps in learning are revisited often. • 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. • SMART outcomes 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. • Staff receive training e.g. in supporting pupils with autism, medical needs etc. 	Periodic reviews of the curriculum on a two year cycle	Curriculum Leaders, teachers, SENCO, SLT, Governor(s)	On-going

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps. • Elevator. • Handrails. • Accessible parking bay. • Accessible toilets and changing facilities. • Resources at wheelchair-accessible height. • Lowered peg. • Hygiene suite. • Standing Frame. • STAR chair. • Quiet areas. • Nurture Classroom. • Visual & acoustic. 	<p>Annual site assessments</p>	<p>Headteacher/Site Manager Governor(s) SENCO</p>	<p>In line with pupils' needs</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible if required. This includes:</p> <ul style="list-style-type: none"> • Internal signage. • Large print resources. • Braille. • Dyslexia friendly classrooms. • Visual Timetables. • Pictorial or symbolic representations. • Staff trained in Makaton. • PECS. 	<p>Termly reviews and progress meetings</p>	<p>Headteacher SENCO Class teachers Governor(s)</p>	<p>In line with pupils' needs</p>

Millthorpe School				
Target/Aim	Outcomes/Success criteria	Timescale	Person responsible	Completion date
Increase access to the curriculum for pupils with a disability	<p>Explain your school's approach here. Examples:</p> <ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils. • Learning aids to be sourced and produced which are bespoke to a child's needs, e.g. dyslexia, visual or hearing impairment. • Specialist equipment is supplied to enable participation in both curriculum and enrichment opportunities. • 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. 	Termly and annual reviews	<p>Headteacher</p> <p>SENCO</p> <p>Class teachers</p>	In line with pupils' needs

Millthorpe School				
Target/Aim	Outcomes/Success criteria	Timescale	Person responsible	Completion date
Improve and maintain access to the physical environment	<p>Our school site does pose challenges due to the nature of the building</p> <p>We have adapted our site to include:</p> <ul style="list-style-type: none"> • An external ramp at the main and side entrance to the school. • Wider corridors. • Disabled toilets and changing facilities. • Assigned gender neutral toilets. • Flexibility in classroom allocation e.g. ground floor. • LSC access as required for students with needs. 	Annual site assessments	<p>Headteacher/Site Manager</p> <p>Governor(s)</p> <p>SENCO</p>	In line with pupils' needs
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage. • Large print resources. • Braille-when we have a visually impaired student. • Induction loops. • Pictorial or symbolic representations. 	Termly reviews and progress meetings	<p>Headteacher</p> <p>SENCO</p> <p>Class teachers</p> <p>Governor(s)</p>	In line with pupils' needs

York High School				
Target/Aim	Outcomes/Success criteria	Timescale	Person responsible	Completion date
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 who require it. • 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. 	Termly reviews	SLT/SENCO	In line with current pupils needs
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"> • Lifts. • Corridor width. • Disabled parking bays. • Disabled toilets and changing facilities. • Library shelves at wheelchair-accessible height. • Hygiene suites to support the toileting and physical health care needs of students with physical disabilities. • Braille signage on some facilities. 	In line with current pupils needs	Site Staff/SLT	In line with current pupils needs

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Chrome books. • Large print resources. • Pictorial or symbolic representations. • Pupil passports for students with additional needs. • Teaching Assistant support where appropriate in lessons. • Access to Learning Support Inclusion classrooms where appropriate. 	<p>In line with current pupils needs</p>	<p>SENCO</p>	<p>In line with current pupils needs</p>
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4. MONITORING ARRANGEMENTS

- 4.1 These documents will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

5. LINKS WITH OTHER POLICIES

- 5.1 The accessibility plans are linked to the following Trust policies and documents:
- 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.