



Federation of Grewelthorpe and Fountains CE Primary Schools

Accessibility Plan 2023-2026

1. Aims

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our vision comes from the New Testament book of John, Chapter 10, verse 10 where Jesus states:- “I have come so that you may have life to the full”

Our school is an inclusive school. We aim to make all children feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all children to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other children. We acknowledge the need for high expectations and suitable opportunities for all children. We actively encourage equity and equality through our work. No gender, race, creed, sexuality or ethnicity will be discriminated against.

The school’s Disability Equality Policy will be followed and the use of stereotypes under any of the above headings will always be challenged. The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan. Our school’s complaints procedure covers the accessibility plan. If you have



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any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors of the school.

2. Legislation and guidance

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. 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. 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. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Objectives

In the light of the above aims, the school will:

- Communicate to all staff that the policy of the school for the provision of educational services ensures the inclusion of all people with access problems;
- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as needed to ensure that pupils with a disability are as equally prepared for life as other pupils.
 - Provide disability awareness training for staff, as appropriate, which will explain the policy of the school towards people with access problems and the effective implementation of access improvements;
- Address acts of disability discrimination through existing conduct codes, where appropriate;
- Seek to ensure that suppliers and contractors on school premises follow the school's guidelines as regards people with access problems. Should it be required we will ensure that the



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services and care the school provides effectively meet the needs of people with extra accessibility requirements, the school will:

- Consult with pupils, parents and staff who have particular access needs and with disability organisations;
- Plan to make access improvements to enable all people with access problems to use the school premises and services, and communicate these plans to everyone concerned;
 - Improve and maintain access to the physical environment adding specialist equipment as needed.
- Regularly review whether its education and other services are both accessible and effective, and take any appropriate action;
- Monitor the implementation and effectiveness of this policy;
- Operate an accessibility suggestions procedure whereby any people with access problems can make improvement suggestions or request assistance.

4. Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the headteacher and LAC.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

Health and safety policy

Equality information and objectives (public sector equality duty) statement for publication

Special educational needs

(SEN) information report

Supporting pupils with medical conditions policy