



The Carlton & Faceby and Bilsdale Church of England Federation

**Bilsdale Midcable Chop Gate CE VC
and Carlton & Faceby CE VA Primary Schools**

Accessibility Action Plan

Author /Signed	Mrs KM McDonald, Executive Headteacher
Adopted by	The Carlton & Faceby and Bilsdale Church of England Federation Governing Body Signed _____ Date _____ (Chair of Governors)
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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 schools aim to treat all their pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The plan will be made available online on the school website, and paper copies are available upon request. Our schools are also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Bilsdale and Carlton & Faceby Schools support any available partnerships to develop and implement the plan as an NYCC Local Authority school. Our schools' complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Targets	Strategies	Person responsible	Timeframe
Increased access to the curriculum for pupils with a disability	To continue to train staff to enable them to meet the needs of children with a range of SEND	SENCO/SENCo consultant to review the needs of children and provide training for staff as needed	SENCo	Annually or as new staff/pupils join the school
	To ensure that all children are able to access all out of school activities e.g. clubs, educational visits, residential etc.	Follow LA guidance and adopt LA policy	EHT	Annually
	To continue to provide specialist equipment to promote participation in learning by all pupils	Assess the needs of the children and provide equipment as needed e.g. ear defenders, pencil grips, wobble cushions	SENCo	Annually or as new pupils join the school
	To continue to meet the needs of individuals during statutory end of KS1/2 tests	Children will be assessed in accordance with regular classroom practice and additional time, rest breaks or other relevant access arrangements will be applied as appropriate.	SENCo, SENCo consultant and Y6 teachers	Annually in accordance with STA guidance

Aim	Targets	Strategies	Person responsible	Timeframe
Improve and maintain access to the physical environment	To ensure that, where possible, the school buildings and grounds are accessible for all children and adults	Audit of accessibility of school buildings and grounds by governors at annual H&S inspection. Suggest actions and implement as budget allows.	EHT/SEND link governor/H&S link governor	Annually
Improve the delivery of written/other information to pupils with a disability	<p>To ensure that all parents and other members of the school community can access information</p> <p>To ensure that parents who are unable to attend school due to a disability can access parent consultation meetings</p>	<p>Written information will be provided in alternative formats as necessary</p> <p>Staff to hold consultations by phone or send written information so that parents remain informed of their child's progress</p>	<p>EHT/admin officer</p> <p>Class teachers</p>	<p>As required</p> <p>As required</p>
Increased awareness of equality and inclusion	<p>To ensure that the accessibility plan becomes an annual agenda item at governing body meetings</p> <p>To improve staff awareness of disability issues</p> <p>To ensure that all policies consider the implications of disability access</p>	<p>Clerk to Governors to add to meeting agendas in order to adhere to legislation</p> <p>Review staff training needs. Provide training as needed.</p> <p>Consider during review of policies to ensure they reflect current legislation</p>	<p>Clerk/Chair of Governors</p> <p>SENCo</p> <p>EHT</p>	<p>Annually</p> <p>Ongoing</p> <p>Ongoing</p>

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 Chair of Governors

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Inclusion policy
- Supporting pupils with medical conditions policy