

## Accessibility plan, 2020-2023

Persons responsible:

Head of Federation, Head of School; Sphere Federation SEND (special educational need or disability) Lead, Sphere Federation Head of Resources Management

The purpose of this plan is to show how Sphere Federation schools intend, over time, to increase the accessibility of our school for pupils with particular needs.

Our schools are 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.

This Accessibility Plan sets out the proposals of the Governing Body to increase access to education for pupils in the three areas required by the planning duties in the Disability Discrimination Act:

- Increasing the extent to which pupils with disabilities can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
- Improving the delivery to pupils with disabilities of information, which is provided in writing for pupils who are not disabled.

### Definitions and Legalities

According to the Equality Act 2010, a person has a disability if he/she has a physical or mental impairment; and the impairment has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Under the Equality Act 2010, all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the Disability Discrimination Act (DDA). The effect of the laws is the same as in the past, meaning that *'schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'*.

### Documents and policies

The Accessibility Plan should be read in conjunction with various other school policies, strategies and documents, including the Sphere Federation Single Equality Policy Statement, Special Educational Needs Policy; Positive Relationships Policy; School Improvement/Development Plans; aims and ethos. The complaints procedure covers the Accessibility Plan.

### Training

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.

### Plan Availability

The Accessibility Plan is available on the schools' websites and paper copies are available from the front office.

### Review and Evaluation:

The Accessibility Plan is resourced, implemented, reviewed and revised as necessary. Below is our action plan showing how we will address the priorities identified in the plan. The plan is valid for three years and is reviewed annually – updates and notes in grey.

## Increase access to the curriculum for pupils with a disability: strengths and actions achieved from 2017-20 plan



- ✓ Specialist equipment purchased so those with hearing impairment can access learning in the classroom
- ✓ Ensure that all school trips and residential visits are accessible for pupils with learning or physical disabilities
- ✓ Children with speech and language difficulties are supported by specialist therapist to enable better access to the curriculum in future years
- ✓ Updated system to assess and set appropriate targets for those with SEND
- ✓ 2020-21 dyslexia training to raise staff awareness



- ✓ Specialist equipment purchased so those with hearing impairment can access learning in the classroom
- ✓ Ensure that all school trips and residential visits are accessible for pupils with learning or physical disabilities
- ✓ Some dual-language books are available
- ✓ Use of iPad technology to allow recording or work where writing is difficult
- ✓ Children with speech and language difficulties are supported by specialist therapist to enable better access to the curriculum in future years
- ✓ Updated system to assess and set appropriate targets for those with SEND
- ✓ 2020-21 dyslexia training to raise staff awareness



- ✓ Specialist equipment purchased so those with hearing impairment can access learning in the classroom
- ✓ Phase staff and other key adults are trained to recognise and manage issues relating to specific chronic illnesses, meaning all children are able to access full curriculum, including residential visits if applicable
- ✓ Ensure that all school trips and residential visits are accessible for pupils with learning or physical disabilities
- ✓ Additional times offered for individuals with conditions that would benefit from swimming
- ✓ Professional development has enabled staff to better understand specific needs eg physical needs of some children with poor core strength; handwriting workshop to support those children with fine motor control difficulties.
- ✓ Movement play area has created an area where children can explore contact with the floor and the use of the gym ball has promoted balance
- ✓ Use of iPad technology to allow recording or work where writing is difficult
- ✓ Children with speech and language difficulties are supported by specialist therapist to enable better access to the curriculum in future years
- ✓ Updated system to assess and set appropriate targets for those with SEND
- ✓ 2020-21 dyslexia training to raise staff awareness

**Increase access to the curriculum for pupils with a disability:  
actions for 2020-23**

Objectives	Which school?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
Continue to ensure those with SEND (special educational need or disability) have access to effective support and challenge	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Professional development around key interventions to be used as a minimum provision entitlement for those with SEND	Sphere SEND leader	Actioned September 2017 and now on-going; needs further refinement and on-going evaluation for impact	All staff report awareness, and can readily discuss during pupil progress meetings
Continue to ensure awareness and understanding amongst staff for pupils who have a SEND	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Continuing professional development, which will include at least some of: Epipen training Intimate care training speech and language ASD dyslexia dyspraxia	Sphere SEND leader	On-going  June 2020: during school closures (coronavirus), support staff accessed various online courses	Sphere SENDCo leader monitors and evaluates quality of provision for pupils with SEND
Ensure a broad and balanced curriculum for all	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Review teacher timetables  Work with colleagues to advise on how they plan additional support/challenge around timetables  Create a menu of shorter, 'non-intrusive', intervention sessions that can happen very quickly, but frequently	Sphere SEND leader  English and Maths leaders	2020-21  2020-21	Support timetables are monitored to ensure any time out of class for support/challenge is balanced, and varies weekly  Teacher assessments to measure progress
Effective speech and language therapy (SaLT) means children who need additional support in this area can access and therefore make progress	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Review current SaLT contract and provision	Sphere SEND leader	June 2020	SaLT reports  Teacher assessments

**Improve and maintain access to the physical environment:  
strengths and actions achieved from 2017-20 plan**



**ST JAMES'**  
Church of England  
Primary School

- ✓ Easy access toilet facilities are currently available for adults and children
- ✓ Two disabled parking spaces are available



**MOORTOWN**  
Primary School

- ✓ Easy access toilet facilities are currently available for adults and children



**SCHOLES**  
Scholes (Elmet)  
Primary School

- ✓ Easy access toilet facilities are currently available for adults and children
- ✓ School is wheelchair friendly and all areas are on same level (doors are wide enough to allow a motorised wheelchair)
- ✓ Lifting hoist and care suite available

## Improve and maintain access to the physical environment: actions for 2020-23

Objectives	Which school?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
Ensure accessibility for all pupils	St James' CE Primary	Monitoring of classrooms to check they are organised to promote the participation and independence of all eg resources are available to access	Head of Federation	2020-21	Actioned and any recommendations are put in place
Ensure accessibility for all pupils	St James' CE Primary	Review the playground provision to ensure it meets the needs of pupils with disabilities.	Head of Federation	2020-21	
Improve accessibility for Y5,6 pupils	Moortown Primary	Replace Y5,6 classroom unit	Head of School	2023	Actioned and fully accessible
Extend school grounds using gifted land in a way that develops accessibility for all	Moortown Primary	In stages, extend land: stage 1 – tarmac an area for greater play space	Resources Management	2020-21	Actioned and in use
Ensure pupil / parent can access school easily	Scholes (Elmet) Primary	Create dedicated disabled parking space	Resources Management	2020-21	Actioned
Improve accessibility for those with hearing impairment	Scholes (Elmet) Primary	Carpet Y1 classroom	Head of School	August 2020	Actioned
Improve accessibility for pupils who may have mobility issues	Scholes (Elmet) Primary	Steps leading from 3 x KS2 classroom fire escapes to playground are very high anyone with mobility issues would struggle – explore solutions	Head of School	2020-21	Decision: solution decided or no further action to be taken
Improve accessibility for wheelchair users	Scholes (Elmet) Primary	Main internal exit: green button to exit school is set very high which ensures security for children, but investigate fitting of a bell to alert staff to release door	Head of School	2020-21	Actioned

## Improve the delivery of written information to pupils: strengths and actions achieved from 2017-20 plan



**ST JAMES'**  
Church of England  
Primary School

- ✓ Updated website follows web accessibility guidelines in terms of navigation, headings, images, colours etc
- ✓ Interactive whiteboards always feature coloured backgrounds to be dyslexia-friendly
- ✓ Coloured overlays used by some children
- ✓ Handwriting scheme used in school is dyslexia-friendly



**MOORTOWN**  
Primary School

- ✓ Updated website follows web accessibility guidelines in terms of navigation, headings, images, colours etc
- ✓ Interactive whiteboards always feature coloured backgrounds to be dyslexia-friendly
- ✓ Coloured overlays used by some children
- ✓ Handwriting scheme used in school is dyslexia-friendly
- ✓ interpreters have been used to support families with English as an additional language (EAL)



**SCHOLES**  
Scholes (Elmet)  
Primary School

- ✓ Updated website follows web accessibility guidelines in terms of navigation, headings, images, colours etc
- ✓ Interactive whiteboards always feature coloured backgrounds to be dyslexia-friendly
- ✓ Coloured overlays used by some children
- ✓ Handwriting scheme used in school is dyslexia-friendly

## Improve the delivery of written information to pupils: actions for 2020-23

Objectives	Which school?	What actions are needed?	Who is responsible?	When will it be completed by?	How will we measure effectiveness?
Ensure key documents can be translated on request	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Explore Google Translate or similar for the websites  Add text to website that tells parents/carers that documents may be translated	Head of Federation	2020-21  June 2020: coronavirus information was made available to parents / carers and children in many languages	Actioned (reasons for not)
Monitor quality of communication	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Review parent/carer feedback about quality of communication; take any appropriate actions	Head of Federation	July 2020	School improvement plans will include any appropriate actions, planned out
Raise awareness of protected characteristics	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Display of the characteristics  Head of School lead at least one dedicated assembly (St James' CE: collective worship) every year, and refer in other aspects  CPD on the protected characteristics for increased awareness; improved understanding; skills in communicating	Head of School   Head of Federation	2020-21   2020-21	Pupil interviews   Staff feedback
Positive language to be used	St James' CE Primary Moortown Primary Scholes (Elmet) Primary	Not directly impacting on written information to pupils, but to all communications to all stakeholders: people-first language to be used	HoF	2020-21 and on-going	Awareness and informal monitoring in discussions