

## Accessibility plan, 2020-2023

**Review:** July 2021

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

The purpose of this plan is to show how Sphere Federation schools will continue to ensure as far as reasonably possible accessibility for pupils with particular needs.

Our schools are committed to providing an environment 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; this 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



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

- ✓ 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



**MOORTOWN**  
Primary School

- ✓ 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



**SCHOLES**  
Scholes (Elmet)  
Primary School

- ✓ 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**

| <b>Objectives</b>   | <b>Which school?</b>  | <b>What actions are needed?</b>  | <b>Who is responsible?</b>                          | <b>When will it be completed by?</b>   | <b>How will we measure effectiveness?</b>  |
|---|---|--|---|--|--|
| Continue to ensure those with SEND (special educational need or disability) have access to effective support and challenge                  | St James' CE Primary<br>Moortown Primary<br>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<br>Moortown Primary<br>Scholes (Elmet) Primary | Continuing professional development, which will include at least some of:<br>Epipen training<br>Intimate care training<br>speech and language<br>ASD<br>dyslexia<br>dyspraxia  | Sphere SEND leader                                  | On-going<br><br>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<br>Moortown Primary<br>Scholes (Elmet) Primary | Review teacher timetables<br><br>Work with colleagues to advise on how they plan additional support/challenge around timetables<br><br>Create a menu of shorter, 'non-intrusive', intervention sessions that can happen very quickly, but frequently | Sphere SEND leader<br><br>English and Maths leaders | 2020-21<br><br>2020-21   | Support timetables are monitored to ensure any time out of class for support/challenge is balanced, and varies weekly<br><br>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<br>Moortown Primary<br>Scholes (Elmet) Primary | Review current SaLT contract and provision   | Sphere SEND leader                                  | June 2020  | SaLT reports<br><br>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
- ✓ Disabled parking spaces are available



- ✓ Easy access toilet facilities are currently available for adults and children
- ✓ Extended school grounds (phase 1) complete, meaning more space for all to play



- ✓ 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<br>Moortown Primary<br>Scholes (Elmet) Primary | Explore Google Translate or similar for the websites<br><br>Add text to website that tells parents/carers that documents may be translated                          | Head of Federation  | 2020-21<br><br>June 2020: coronavirus information was made available to parents / carers and children in many languages | Actioned (or reasons for not)  |
| Monitor quality of communication                  | St James' CE Primary<br>Moortown Primary<br>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<br>Moortown Primary<br>Scholes (Elmet) Primary | Display of the characteristics<br><br>Head of School lead at least one dedicated assembly (St James' CE: collective worship) every year, and refer in other aspects | Head of School      | 2020-21   | Pupil interviews   |
|   |   | CPD on the protected characteristics for increased awareness; improved understanding; skills in communicating   | Head of Federation  | 2020-21   | Staff feedback   |
| Positive language to be used                      | St James' CE Primary<br>Moortown Primary<br>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                           |