



Accessibility Plan

Date of Policy Creation:	September 2023	Review Date:	September 2027	Responsibility:	FGB
Head teacher	Mr Christopher Parkhouse and Claire Greenwood	Signed: <i>Claire Greenwood</i>		Date:	
Chair of Governors	Mrs Anne Vetch and Mr Kester Horne	Signed: <i>Anne C. Vetch</i>		Date:	

Policy Review

Date:	Notes:
October 2023	Adoption of new format following accessibility audit

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Aims of the Accessibility Plan

This plan outlines how Upper Wharfedale Primary Federation aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.

- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

- 1.1. The governing board will undertake an annual Accessibility Audit.
- 1.2. The audit will cover the following three areas:
 - **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
 - **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 1.3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
 - **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
 - **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
 - **Visual disabilities** – this includes those with visual impairments and sensitivities
 - **Auditory disabilities** – this includes those with hearing impairments and sensitivities
 - **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. The actions that will be undertaken are detailed in the following sections of this document.

2. The School's Context

We are a federation of four small schools. Burnsall, Grassington, Kettlewell and Grassington. We are mainstream schools for boys and girls age range 4 years to 11 with a pre-school based at Grassington Primary. Three of the four schools are in old school buildings. The pupils work across sites throughout the week.

Cracoe: The school comprises of one school building but uses the village hall next door each day for breakfast club, lunch and PE. The school has two classrooms on the lower floor but a mezzanine library and staff areas upstairs that are not accessible for pupils/staff with physical disabilities.

Burnsall: The school is on two floors with a narrow staircase leading to the KS2 classrooms and steps down into the KS1 classroom. The school was built in 1602 and has limited capacity to adapt. It is a listed building.

Grassington: The school is a more modern building with three classrooms and a pre- school all at ground level. One classroom has steps down into it and would need adaptations to meet the needs of wheelchair users.

Kettlewell: The school has two classrooms accessible on the ground floor. The main entrance has steep steps to access, and the staff areas are reached by a narrow winding stair case making areas of this school inaccessible.

3. We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)

- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

Planning duty 1: Improving access to the curriculum

Target	Strategy	Who	When	Outcome
Implement CPD for staff assisting pupils with SEND	Develop training schedule	Headteacher, teachers, SENCO	Ongoing CPD schedule	Staff feel confident in assisting pupils
Develop transition for new pupils and intakes into school	Identify pupils who may need adapted or additional provision	EYFS team, administrators, SENDCOs	Before entry to school	Plans and documentation in place. Necessary support and adaptations in place Pupils settled and needs met
Policies across the federation reflect inclusive practice	When reviewing policies ensure they reflect inclusive practice	Teachers, subject leaders, SENDDOs, EHT, FBM	As policies need reviewing	Inclusion is a key focus across school. Commitment to inclusion is clear through federation policies

To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips, residential and extra-curricular	Create personal risk assessments. Identify training needs and implement	SENDCOS, EHT, Teachers	As needed	Plans and documentation in place. Necessary support and adaptations in place Pupils settled and needs met
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Planning duty 2: Improving access to the physical environment .

Burnsall

Issue	Strategy	Who	When	Outcome
Staff not trained to respond to the emergency call system in the disabled toilet	Arrange training	FBM	Autumn 2023	Staff aware of appropriate response
All classrooms have stairs to access them				Listed Building so adaptations not possible
Low door and step into the library upstairs	Clear signs in place to remind all who access it.	School administrator	Autumn 2023	All pupils, staff and visitors aware of access issue
School does not have good facilities for pupils who require additional hygiene and personal care	Plans in place with clear processes for pupils who need personal care	Teachers, SENDCOs	As required	Pupils' needs are met in suitable environment which safeguards all involved.

Children with physical disabilities cannot fully access school buildings	Feasibility study to determine ways to improve access to higher levels of the school	FBM/building contractors	Spring 2023	School building have improved accessible
Ensure that reasonable adjustments are made for pupils with a disability, medical condition, or access need	Clear plans in place. Signage added. Hearing loops if required	FBM, Teachers, base leader, EHT	As needed	Pupils with disabilities have improved access to the school.

Grassington

Issue	Strategy	Who	When	Outcome
Staff not trained to respond to the emergency call system in the disabled toilet	Arrange training	FBM	Autumn 23	Staff aware of appropriate response
Class 2 has stairs to access it	Ramp would be needed, or classroom allocation swapped if wheel chair access required	Base leader, SENDCo, Teachers	As required	Wheelchair users have access to areas of the building required.

Main disabled toilet would need adapting if required	Pre-school has a disabled toilet with changing facilities	Base leader, SENDCo, Teachers	As required	
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or access need	Clear plans in place Signage added. Hearing loops if required	FBM, Teachers, base leader, EHT	As needed	Pupils with disabilities have improved access to the school.
Disabled toilet needs a lever handle and lock for those with dexterity issues. No emergency chord	Change locks to meet requirements. Add emergency alarm	FBM, Teachers, base leader, EHT	Autumn 2023	Disabled toilet meets requirements
Disabled space in carpark is not clear	Repaint disabled space	FBM, Teachers, base leader, EHT	Autumn 2023	Clear access to disabled parking space as required
Steps within playground need to be re painted for visual impaired and ramps may be required and handles on steps	Repaint step nosing	FBM, Teachers, base leader, EHT	Autumn 2023	Steps are clearly marked to support all who access site including those with visual impairments

Cracoe

Issue	Strategy	Who	When	Outcome
Staff not trained to respond to the emergency call system in the disabled toilet	Arrange training	FBM	Autumn 23	Staff aware of appropriate response
Library area has stairs to access	Provide a library area in the classroom which is regularly updated	Class teachers	As required	All pupils can access high quality books
Visitors/staff access is not possible to staff areas including staff toilet	Adult toilets are available on ground level in the village hall. Disabled toilet available on ground level for adult use	Base leader, EHT	As required	All visitors have access to toilet facilities without use of stairs
Stairs are carpeted in a colour that would make the bend difficult to use safely if visually impaired	Look at options to replace or mark stairs to support	EHT, Administrator, baseleader	Spring 23	Steps are clear to support visitors who are visually impaired

Ensure that reasonable adjustments are made for pupils with a disability, medical condition, or access need	Clear plans in place Signage added. Hearing loops if required	FBM, Teachers, base leader, EHT	As needed	Pupils with disabilities have improved access to the school.
Carpark route into school not clear and no disabled parking space	Paint a disabled parking space near village Hall	Village hall committee	Autumn 23	Clear parking space and access to school
Standard doors – wheelchair access would be difficult to reception	Feasibility survey needed to look at improvements and door access for wheelchair users.	EHT, Base leaders, administrators, FBM	As required	Wheelchair users have full and unobstructed access

Kettlewell

Issue	Strategy	Who	When	Outcome
No emergency cord in disabled toilet and tap is a standard tap and not suitable for limited dexterity	Alarm to be fitted. Arrange training for staff on process if alarm sounds	FBM, administrators , EHT, Base leader	Autumn 23	Staff aware of appropriate response Appropriate alarm and tap in place

Fire alarm cannot be heard in disabled toilet	Add to fire risk assessment and fire warden to check area is clear before leaving the building	FBM, administrators, EHT, Base leader	Autumn 23	All staff clear on fire procedures. Visitor
Visitors/staff access is not possible to staff areas	. Disabled toilet available on ground level for adult use. Drinks to be offered to visitors to be served downstairs as required	Base leader, EHT	As required	All visitors have access to toilet facilities without use of stairs
Alterations needed to disabled bathroom should a pupil require access.	Plans in place with clear processes for pupils who need to access this space	Teachers, SENDCOs, EHT, Base leaders	As required	Pupils' needs are met in suitable environment which safeguards all involved.
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or access need	Clear plans in place Signage added Hearing loops if required	FBM, Teachers, base leader, EHT	As needed	Pupils with disabilities have improved access to the school.
Access from carpark is difficult due to ground Uneven floor Lack of lighting	Add a mirror to aid exit from car park. Arrange for this to be looked at by professionals to assess improvements		Spring 23	Improved access from carpark to school Improved and safer exit from carpark to road

Access to front entrance has steps	Access through class 1 Nosings on steps need repainting	Administrator, EHT, FBM, Base leader	Autumn 23	Steps are clearly painted. Visitors who need access without steps supported and shown correct route
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Planning duty 3: Improving access to information

Issue	Strategy	Who	When	Outcome
School information is not routinely made available in alternative formats	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	FBM, SENDCo	Ongoing	The federation is aware of local services for converting written information into alternative formats
School has not arranged for audio versions of information	School to seek external advice for how to achieve this	FBM	When required	Audio versions of information available
School building is not equipped with hearing assistance	Feasibility study into hearing assistance equipment	FBM	Summer 2023	School buildings equipped with hearing assistance