



Accessibility Plan

Contents

[Statement of intent](#)

1. [Planning duty 1: Curriculum](#)
2. [Planning duty 2: Physical environment](#)
3. [Planning duty 3: Information](#)

Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing body of Ebor Academy Filey to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

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

This plan aims to:

- Increase the extent to which students with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which students with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other students, to students with disabilities.

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

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

- Monitor recruitment procedures to ensure that persons 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 regularly in consultation with:

- The parents/carers of students
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Planning duty 1: Curriculum

Governing bodies should undertake an audit of the extent to which students with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account students' disabilities and the preferences of the students themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is accessible	Audit of physical environment	NYCC health & safety officer	Summer 2017	School is aware of accessibility barriers to its physical environment, and will make a plan to address them	Autumn 2017
Medium term	Learning environment of students with visual impairment is not accessible	Incorporation of appropriate colour schemes	School business manager	Summer 2017	Learning environment is accessible to students with visual impairments	Autumn 2017
	Toilets are not accessible	Handrails installed	School business manager	Summer 2017	Access to toilets is increased	Autumn 2017
Long term	Children with physical disabilities cannot access school buildings	Construction work undertaken	School business manager	Summer 2017	School buildings are fully accessible	Autumn 2017

Planning duty 2: Physical environment

Governing bodies should undertake an audit of the extent to which students with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account students' disabilities and the preferences of the students themselves or their

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff members do not know whether the curriculum is accessible	Audit of curriculum	Headteacher/ teachers/SENCO	Autumn 2017	Management and teaching staff are aware of the accessibility gaps in the curriculum	Spring 2018
	Staff members do not have the skills to support students with SEND	INSET provided to staff members Training for teachers on differentiating the curriculum	Headteacher/ External advisors/SENCO	Autumn 2017	Staff members have the skills to support children with SEND	Spring 2018
Medium term	School trips do not take into account pupils with SEND	Needs of students with SEND incorporated into planning process	Teachers/SENCO	Autumn 2017	Planning of school trips takes into account pupils with SEND	Spring 2018
Long term	Pupils with SEND cannot access lessons	Provide tablets and other adjustments to students with SEND	Headteacher/ICT Manager/SENCO	Autumn 2017	Pupils with SEND can access lessons	Spring 2018

Planning duty 3: Information

Governing bodies should undertake an audit of the extent to which students with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account students' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management staff do not know whether school information is accessible or not	Audit of information delivery procedures	SENCO/ Network manager	Summer 2018	School is aware of accessibility gaps to its information delivery procedures	Autumn 2018
	School does not know how to make written information accessible	School seeks advice from external advisors	SENCO	Summer 2018	School is aware of local services for converting written information into alternative formats	Autumn 2018
Medium term	Written information is not accessible to students with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing (to benefit students with visual impairments) and install window blinds	SENCO/ Network manager	Summer 2018	Written information is fully accessible to children with visual impairments	Autumn 2018
Long term	School website is not accessible to children with SEND	Audit of website	Network Manager	Summer 2018	Website is fully accessible	Autumn 2018