

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 students 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 long term 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, and 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 Trust 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 students, and where the school has undergone a refurbishment.

Signed by:

_____ Headteacher Date: _____

_____ Chair of Governors Date: _____

Next review date: _____

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	H & S officer	Spring 2019	School is aware of accessibility barriers to its physical environment, and will make a plan to address them.	Spring 2020
Medium term	Learning environment of pupils with visual impairment is not accessible	Incorporation of appropriate colour schemes	School business manager	Summer 2019	Learning environment is accessible to students with visual impairments	Autumn 2020
	Toilets are not accessible	Handrails installed	School business manager	Summer 2017	Access to toilets is increased	Autumn 2018
Long term	Children with physical disabilities cannot access school buildings	Ramps and walkways undertaken	School business manager/building contractors	Summer 2018	School buildings are fully accessible	Autumn 2019

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 parents/carers.

	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	Spring 2019	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2020
	Staff members do not have the skills to support pupils with SEND	INSET provided to staff members Training for teachers on differentiating the curriculum	Headteacher/ External advisors/SENCO	Summer 2019	Staff members have the skills to support children with SEND	Autumn 2020
Medium term	School trips do not take into account students with SEND	Needs of pupils with SEND incorporated into planning process	Teachers/SENCO	Spring 2019	Planning of school trips takes into account students with SEND	Summer 2019
Long term	Students with SEND cannot access lessons	Provide tablets and other adjustments to students with SEND	Headteacher/ Network Manager/SENCO	Autumn 2018	Students with SEND can access lessons	Spring 2019

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	Spring 2019	School is aware of accessibility gaps to its information delivery procedures	Summer 2019
	School does not know how to make written information accessible	School seeks advice from external advisors	SENCO	Summer 2019	School is aware of local services for converting written information into alternative formats	Autumn 2019
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 pupils with visual impairments) and install window blinds	SENCO/ICT manager	Spring 2020	Written information is fully accessible to children with visual impairments	Summer 2020
Long term	School website is not accessible to children with SEND	Audit of website	Network Manager	Summer 2019	Website is fully accessible	Autumn 2019