



Yavneh College Academy Trust

Accessibility Plan

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Accessibility Plan

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At Yavneh Schools we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) The Accessibility Plan is structured to complement and support the school's Equality Objectives.
- 2) The Yavneh School 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. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 3) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Behaviour Policy
 - Curriculum Policies
 - Critical Incident Support Plan
 - Equal Opportunities Policy
 - Health & Safety Policy
 - Equality Policy
 - School Prospectus

- School Improvement Plan
- Inclusion Policy
- SEND Information Report

4) The Yavneh Schools are committed to implementing the guidance set out in “Accessible schools: Planning to increase access to schools for disabled pupils” issued by the DFE in July 2002.

2. Aims and Objectives

Our Aims are:

- **Increase access to the curriculum for pupils with a disability**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information to pupils**

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

Physical Environment

The school will find ways to enable disabled pupils to access a broad and balanced curriculum and participate in extra-curricular activities.

Curriculum

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. The school takes all possible steps to ensure that all pupils are able to access the broad and balanced curriculum, whatever their disability or area of specific need. The foundation for each Department's curriculum map is predicated upon having the same high expectations for all learners. Teachers ensure scaffolding is used

to allow access and progress for all. In Yavneh College, we have built a 'cold calling' culture across our school, to ensure all learners have the opportunity for hard thinking, for sharing ideas and for contributing to class discussion in a low stakes' environment. We also ensure that all pupils can access our 'high quality texts' across the curriculum, by the deliberate front loading and explicit teaching of Tier 2 and Tier 3 vocabulary. We promote research driven pedagogy for classroom practice with teachers modelling the reading aloud, using reciprocal reading strategies, and modelling using the visualiser. We use 'Teams' to share materials with students and aid pupil access.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

5. Management, coordination and implementation

The school will consult with experts when new situations regarding pupils with disabilities are experienced.

The Governors, in consultation with the Headteacher will take steps to ensure that other aspects of accessibility set out in the guidance such as delivery of curriculum, training of staff and delivery of materials in suitable formats is implemented.

This policy will be reviewed by the premises committee every two years or earlier if necessary.

Date: March 2023

Date of review: Spring 2025

Compliance with the Equality Act				
INCREASE ACCESS TO THE CURRICULUM FOR PUPILS WITH A DISABILITY				
Aim	Current good practice <i>Include established practice and practice under development</i>	Next Steps	Short/Medium/Long term	By whom/when?
1. Ensure that reasonable adjustments required and adaptive practices recommended, are understood by all staff, so that all pupils access a curriculum appropriate to their needs	School CPD priorities focused upon scaffolding/questioning/checking for understanding, in order to improve QFT and adaptive practice in the classroom	To develop, monitor and evaluate the whole School Literacy strategy. Consistent practice embedded in all schemes of learning and across all departments	Medium	JAW – July 2024
	All staff consider the needs of pupils in their care, and regularly review Pupil Profiles	All pupils sitting literacy tests twice per year, with relevant diagnostic informed follow up interventions	Medium	JAW – July 2024
	Teaching materials are adapted. For instance, large print resources or use of coloured paper	SENDCo to deliver additional staff training on specific areas of SEND i.e., pupils with neurodiversity, dyslexia, complex medical needs	Ongoing	LT
2. Provide opportunities for students with disabilities to access activities that supplement the curriculum	Discussion with Primary feeder schools' pre-entry into Year 7			
	Discussion with students feeding into Pupil Passports and Pupil Profiles			
	QFAT Learning walks carried out by an Assistant Head of School and SENDCO			
2. Provide opportunities for students with disabilities to access activities that supplement the curriculum	Targeted small group/individual intervention for specific students			
	Carry out risk assessments before educational visits to ensure accessibility for all students with disabilities	Support for students with disabilities when accessing work placements	Ongoing	HF/LT
	Plans and risk assessments are in place for students with medical needs for visits and trips	Investigate and source a range of suitable placement opportunities for all pupils, including those with disabilities and complex needs.	Ongoing	HF/LT
	Accessibility is always considered when planning visits and trips			

3. Close monitoring of core data for pupils with disabilities and in key groups to ensure progress and achievement. Ensuring Assessment procedures for exam access arrangements are robust	Key groups including SEND reviewed at each data drop Interventions in place as appropriate and clear review dates set Pupils monitored throughout school to establish 'need'.	To review and streamline the mechanisms and procedures for identifying pupils with SEND To review and streamline the internal processes used to identify the need for Access Arrangements	Medium Medium	LT/HODs – May 2024 LT/HODs – May 2024
4. Promote pupil understanding via PSHE/Displays		Disability equality to be included in the PSHE curriculum Curriculum resources will include examples of people with disabilities Ensure that displays in classrooms and corridors promote diversity	Long Long Ongoing	MK/HOKS - Sep 2024 HODs – Sep 2024 All Staff

	Compliance with the Equality Act			
	IMPROVE AND MAINTAIN ACCESS TO THE PHYSICAL ENVIRONMENT			
Aim	Current good practice <i>Include established practice and practice under development</i>	Next Steps	Short/Medium/Long term	By whom/when?
To ensure all barriers to access in school are eliminated	Doorways, paths, corridors, ramps, etc enable wheelchair users and/or children and adults with disabilities to access the school environment. The site is adapted to the needs of pupils/parents as required. This includes: Disabled parking bays Ramps and step free routes	Steps on all main entrances to have visibility strips repainted. Ramps to be installed to allow access to new Pastoral Support cabins	Medium Short	HF – Sep 2024 HF – May 2024

	Disabled toilets and changing facilities Lift Access to Resource centre Sensory needs supported e.g.; ear defenders provided Re-rooming on the timetable caters for needs of disabled students.			
To maintain a system for evacuating wheelchair users and /or children and adults with a disability from the building	PEEPS are in place	Signage to be visible and Fire Evacuation Policy to be updated annually. Visitors/parents who are unable to vacate the building independently during an evacuation will have a clear system to follow provided upon arrival at reception	Ongoing Short	HF HF – Feb 2023
SEND space and provision		Investigate current room use to enable SEND base to move to a larger space, in order to meet the needs of our pupils with SEND Sensory space established	Long	HF - 2025

	Compliance with the Equality Act			
	IMPROVE THE DELIVERY OF WRITTEN INFORMATION TO PUPILS AND PARENTS			
Aim	Current good practice <i>Include established practice and practice under development</i>	Next Steps	Short/Medium /Long term	By whom/when?
Improved availability of written material in alternative formats	A range of communication methods are used to ensure information is accessible. This includes: Large print resources Specialist coloured papers	Improve availability of information for parents and add to our range of communication methods where pupils'/parents' needs require this – e.g., Access to sign language	Ongoing	HF

		<p>interpreters to be considered and offered, if possible, for hearing impaired parents/carers</p> <p>Investigate incorporating 'Accessibility Features' on School website to ensure parents can view all information clearly and in the best way to suit individual needs</p>	Medium	HF/Network Support – July 2024
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