



Yavneh College Academy Trust

Accessibility Plan

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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. Primary School 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) Yavneh. Primary School is 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 Development Plan
- Inclusion Policy

4) The School is 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 full 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 will take steps to ensure that all children are able to access the curriculum whatever their disability.

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.

Approved June 2019

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