



Filey School

Coast and Vale Learning Trust

Accessibility Policy and Plan

Issue No	Author	Date written	Approved by Governors	Comments
1	K Charters	June 2023		

Document Management Information

Applicable to:	All staff
Development and Consultation:	In line with best practice.
Dissemination:	Made available on the Staff Hub and Trust Website. Staff notified of changes via Latest News.
Implementation:	To be used in the provision of all students, including those with SEND
Training:	All staff will receive training relevant to their post.
Review Frequency:	Annually in Summer term
Based on:	
Policy Author:	SENDCo, acting under the trust Director of SEND
Approval by:	LGC
Version	1.0
Approval Date:	
Next Review Due:	

Filey School Accessibility Policy

This policy sits alongside the Coast and Value Trust Policy. In the event of any conflicts, the Trust Policy will take precedence and the school policy should be read alongside the Trust policy.

KEY Staff:

Michelle Britton (Headteacher)

Amanda Pickering (Designated Safeguarding Lead)

Jodie Emmerson (Deputy Designated Safeguarding Lead and Senior Pastoral Leader)

Kate Charters (Special Educational Needs and Disabilities Co-Ordinator, 'SENDCo')

1. Vision and Values

1. Our school has four core values that every member of our school is expected to try their hardest to live out these values every minute of every day:
 - Kindness
 - Respect
 - Integrity
 - Teamwork
2. Students are provided with high quality learning opportunities so that each student attains and achieves, and we want to ensure that every student is known as an individual. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We recognise that our learners have many interactions throughout their school lives with many different members of staff, and all play a part in recognising a student's strengths and supporting them to achieve.

2. Statement of Intent

1. This statement sets out the ways in which Filey School provides access to education for students with a disability.
2. Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.

3. Legal Framework

1. This policy complies with the statutory requirements laid out in the SEND Code of Practice (January 2015) and has been written with reference to the following guidance and documents:
 - National SEND Code of Practice (which takes account of the SEND provisions of the Equality Act 2010) September 2014 (updated April 2020).
 - Ofsted Education Inspection Framework July 2022.
 - Early Years Foundation Stage (EYFS) statutory framework 2021
 - Working Together to Safeguard Children 2020.

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- KCSIE 2022.
- Equality Act 2010.
- Education Bill 2011.
- Children and Families Act 2014.
- Supporting learners with medical conditions at school 2017.
- Education for children with health needs who cannot attend school 2013.
- North Yorkshire Local Offer
- Filey School SEND Policy

4. Definition

1. Accessibility is addressed under the following headings:
 - Access to Buildings and Classrooms
 - Curriculum Access (including examinations)
 - Information for Students and Parents
 - Admissions
2. The Trustees of Coast and Vale Academy Trust support the Special Educational Needs and Disability Act (2010). Coast and Vale Academy Trust are therefore committed to the principle of all local children having equal rights of access if this can reasonably be provided. Coast and Vale Academy Trust will review access to the physical environment for students with disabilities.
3. The Equality Act 2010 states that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage civil partnership.

5. Roles and Responsibilities

1. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
2. The headteacher, in conjunction with the governing board will create an Accessibility Plan with the intention of improving the school's accessibility.
3. The governing board will be responsible for monitoring the Accessibility Plan.
4. The full governing board will approve the Accessibility Plan before it is implemented.
5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.
6. The headteacher, (or SENDCO or Pastoral Lead acting on their behalf) will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.
7. During a new pupil's induction, the headteacher (or SENDCO or Deputy Head, Pastoral acting on their behalf) will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
8. The headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.

9. The headteacher, governing board and SLT will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.
10. The SENCO will work closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
11. All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010.
12. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

6. Accessibility Plan

1. This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Trustees are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.
2. The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.
3. The plan has the following key aims:
 - To increase the extent to which pupils with disabilities can participate in the curriculum.
 - To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer.
 - To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.
4. The Accessibility Policy and Plan will be published on the school website.

7. Equal Opportunities

1. The school strives to ensure that all existing and potential pupils are given the same opportunities. The school is committed to developing a culture of inclusion, support and awareness.
2. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
3. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
4. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.
5. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities:
 - Outdoor Education
 - Sports and PE

- Drama and Performing Arts Productions
- Music
- After School and Holiday Clubs and activities
- Excursions and trips. The unsuitability of any event and the need for additional support can be discussed fully with parents in advance.

8. Admissions

1. The school will act in accordance with the admissions policy
2. The school will apply the same entry criteria to all pupils and potential pupils.
3. The school will support pupils with SEND by making any reasonable adjustments necessary during entry exams, e.g. publishing exam papers in a larger font.
4. The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
5. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.
6. Information will be obtained on future pupils in order to facilitate advanced planning.
7. Prospective parents of pupils with an EHCP, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

9. Curriculum

1. Our aim is that students with disabilities should, as far as possible, have access to a full and broad curriculum similar to that followed by their peers.
2. Students, regardless of disability, should have access to the full National Curriculum, differentiated to take account of access and learning needs.
3. Access to the curriculum is a key issue for consideration at the stage of admission to the school, transition within the school or when a disability develops.
4. Advice and support, where appropriate, will be sought from the appropriate external agencies and can be provided in a variety of formats.
5. Specialist equipment and ICT resources may be available to meet individual needs. A range of software is available to support students with dyslexia or reading difficulties.
6. In constructing the school's timetable, sympathetic consideration will be given to individual needs.
7. Filey School will assess a student's need for support and exam access arrangements. This will include both internal assessment procedures and external assessment.

10. Physical Environment

1. Furniture, seating arrangements and the classroom used can be altered to facilitate access and learning. Effective use of these facilities

can help overcome difficulties of mobility and sight impairment, in particular.

2. The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.
3. The aim is to ensure there are no parts of the school to which pupils with disabilities have limited or no access to.
4. The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
5. Where entrances to the school are not flat, a ramp is supplied for access.
6. Wide doors are fitted throughout the school to allow for wheelchair access.

11. Monitoring and Review

1. This policy will be reviewed on an annual basis (usually in the Summer term) or when new legislation or guidance concerning equality and disability is published.
2. The governing board and headteacher will review the policy in collaboration with the SENDCO.

12. Appendix A – Filey School Accessibility Plan 2022-23

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Appendix A – Filey School Accessibility Plan 2022-23				
Objective	Action(s)/Strategies	When	Success Criteria	Monitoring & Evaluation
Increasing the extent to which disabled students can participate in the school curriculum	- Regular review of curriculum to ensure full accessibility	Yearly	- Removal of barriers to learning and participation	- SLT level – annually
	- High expectations of all students	Ongoing	- Higher achievement by all	- All staff
	- Introduction of specialist courses for targeted students (where appropriate).	Ongoing	- Fewer under-achieving students. Maths and English functional skills qualifications, AQA Unit Awards	- As part of progress monitoring – ALC manager, SENDCo and RSL leader
	- Increased staffing to allow smaller classes in lower sets.	Ongoing	- Students achieve target grades / levels	
	- Classroom organisation (strategies to meet immediate short term needs usually already in place – they have been applied before in similar cases)	Ongoing	- Classrooms organised for disabled students. Class seating plans in all subjects	- All staff

	- Personalised Learning & Assessment for Learning	Ongoing	- Students work at their own level and achieving their target grades/levels.	- All staff, through use of Assess, Plan, Do, Review (Graduated approach) for students with SEND.
	- Range of Learning and Teaching strategies facilitated by high-quality ICT	Ongoing		
	- Deployment of auxiliary aids and personnel (SEN department)	Appropriate time	- Placement is appropriate to the time and needs of individual students.	- SENDCo, with Health Care Plans (HCP) updated annually.
	- Information and training for staff (SEN department + outside agencies)	Ongoing	- Teachers and support staff have the necessary teaching to teach and support current disabled students	- SENDCo
	- Advanced Teaching Assistants (ATAs) appointed with specialist training where required. Training updated and provided on a needs basis	Ongoing	- Additional support for disabled students	- SENDCo
The school will continue to seek and follow the advice of LA				

	services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts (DfE Guidance 'Accessible Schools')			
Improving the physical environment of the school	<ul style="list-style-type: none"> - Improvements in the acoustic environment and lighting in all classrooms (LED) - Install handrails in key areas around the school (more than 2 steps) - Further improvements to signs and external signage. - Yellow markings (paint) on all steps (look also at external step nosings). 	<p>Ongoing as rooms are refurbished</p> <p>Installed, ongoing maintenance</p> <p>2023- other languages included (EAL) and new external signage.</p> <p>Annually</p>	<ul style="list-style-type: none"> - Refurbished rooms more soundproofed/insulated and all classrooms and corridors fitted with LED lighting - Improved direction around site and for visitors to school site - Annual painting of steps 	<ul style="list-style-type: none"> - Ongoing with regular site checks - Anti-slip paint - Facilities manager

	- Ramps to external entrances	Ongoing maintenance	- Safer and easier access to students around the school site.	- Facilities manager
	- Re-surfaced steps (ALC area, PE and Music classrooms)	2022/23	- Improved level surface, better surface drainage and safe accessibility	
	- Parking spaces (disabled and visitor spaces – front of school)	Ongoing maintenance	- Accessibility to Filey School	- Facilities manager
	- External hard surfaces (loose and broken paving slabs now being repaired as soon as they are reported – skilled handyman employed to carry out Health and Safety repairs on a daily basis)	Ongoing	- Full time caretaker appointed	- Facilities manager
	- Refurbishment to toilet suites, including disabled toilet suites.	22/23	- Part of requirements of programme to install disabled and toilet facilities	- Facilities manager
	- Improved external lighting on the site.	Ongoing maintenance		- Facilities manager

	<ul style="list-style-type: none"> - Update to Filey School to meet all DDA requirements. <p>The school will take account of the needs of students and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of site and premises, such as improved lighting, acoustic treatment, colour schemes and more accessible facilities and fittings. (DfE Guidance 'Accessible Schools')</p>	Ongoing	<ul style="list-style-type: none"> - All DDA requirements met and planned for in advance by facilities team 	
Provision of Information	<ul style="list-style-type: none"> - Examination papers (GCSE) are modified and access arrangements assessed and granted 	Each Year	<ul style="list-style-type: none"> - Good links between exams officer and SENDCo. Approval by JCQ 	<ul style="list-style-type: none"> - Exams officer and SENDCo
	<ul style="list-style-type: none"> - Resource material is modified 	Ongoing	<ul style="list-style-type: none"> - Staff follow SEN register and advice and 	<ul style="list-style-type: none"> - SENDCo

	<ul style="list-style-type: none"> - Liaison with external agencies. (where appropriate) - Information for visitors with disabilities in writing on arrival - Install some visual fire alarms (i.e. in areas where others may not be present) 	Ongoing	<p>students receive modified material according to needs</p> <ul style="list-style-type: none"> - Effective exchange of information 	<ul style="list-style-type: none"> - SENDCo/DSL
		Ongoing	<ul style="list-style-type: none"> - Clear information including disabled parking availability, accessible WC provision etc. 	<ul style="list-style-type: none"> - Admin reception staff
		Ongoing	<ul style="list-style-type: none"> - i.e. toilets 	<ul style="list-style-type: none"> - Facilities manager