



## St Hilda's Moorland Federation Accessibility Policy and Plan

<b>Effective Date:</b>	21st March 2023
<b>Date Due for Review:</b>	March 2026
<b>Approved By:</b>	The Governing Body
<b>Approval Date:</b>	March 2023

**Our vision as Church of England primary schools, deeply rooted in a strong Christian tradition, is to:  
'inspire learning and develop children's potential as individuals in a caring, happy and distinctively Christian family.'**

The Bible verse that underpins our vision statement, aspirations and ethos is taken from the Bible verse:

"I have come that they may have life, and have it to the full." John 10:10.

We wish to enable our children to flourish in their spiritual, physical, emotional, social, cultural and academic development enabling them to live their lives to the full.

Egton and Danby Schools are small, distinctively Christian, family based learning communities. We learn and grow together. Our key values underpin everything we strive for in our schools:

### **TRUST**

Trust in the Lord and do good. *Psalms 37.3*

### **FRIENDSHIP**

How good and pleasant it is when God's people live together in unity *Psalms 135.1*

### **RESPECT**

In everything, do to others what you would have them do you. *Matthew 7.12*

We live these core values out through our excellent relationships with our children, parents, governors, staff, communities and churches.

### **Rationale**

**Our Accessibility Policy is underpinned by our Vision Statement and Core Values.**

St Hilda's Moorland Federation is an inclusive federation with schools who 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 the values of the Equality Act 2010 with regard

to disability and to developing a culture of inclusion, support and awareness of difference within the school.

### **Context:**

**Danby CE VC Primary School** currently has around 40 pupils on roll. There are two mixed age classes based on an admission number of 10 per year group. Pupils come from the immediate villages of Ainthorpe and Danby, some from neighbouring villages and some from as far away as Moorsholm and Liverton.

The school building was built around 1860 and has two main classrooms and one learning space at ground floor level. There are two entrances to the main building via the school gates, none of which have steps. There is an accessible entrance round the back of the school with an accessible ramp. The ground floor learning space is accessible from the main school building via the playground. A disabled toilet is available for use with fitted handrails. The upper rooms in the school are currently not accessible to disabled users. However, there is no provision upstairs that cannot be provided elsewhere in our school.

Our outside areas are flat based play areas which have good access should it be required.

**Egton CE VA Primary School** currently has around 50 pupils on roll. There are two mixed age classes based on an admission number of 10 per year group. Pupils come from the immediate village of Egton, some from neighbouring villages and some from as far away as Whitby.

The school building was built in 1873 and has two main classrooms and one learning space at ground floor level. There are two entrances to the main building via the school gates, one with steps and one with an accessible path. The ground floor learning space is accessible from the main school building via the playground. A disabled toilet is available for use with fitted handrails. The upper rooms in the school are currently not accessible to disabled users. However, there is no provision upstairs that cannot be provided elsewhere in our school. We do have the infrastructure in place for the future provision of a lift should one be required long term.

Our outside areas are lightly sloping, however, we have made provision to a small flat based play area which has good access should it be required.

We currently have a number of children with SEND in both schools and the headteacher is the SENCO. We work closely with a variety of professional bodies to provide specialist support to our children when needs are identified.

### **Assessment procedures**

Access to formative and summative assessment procedures are available to all pupils. Anyone with additional needs can (dependent on individual needs and necessary permissions) use a laptop, have an amanuensis, a reader, extra time or rest breaks during statutory tests, have a transcript made of their work.

### **Medication**

The school has an Administering Medicines Form which is kept in the school office and is available on the school website. This is part of our School Medical Policy. If pupils who have

specific/long term medical needs they would be made known to all members of staff and a care plan would be put in place.

### **Bullying**

We aim to provide a happy, safe and secure environment for all pupils in the school based on our Christian values of FRIENDSHIP, TRUST and RESPECT. We treat bullying as a serious matter and have a clear anti-bullying policy and procedures. Safeguarding Child protection arrangements are fully in place and reviewed regularly by staff and governors. The headteacher (Mrs Liz Orland) is the designated lead for Child protection and SENCO. Please see our Child Protection Policy for further details.

### **Pastoral Care**

We are a small school with a high adult to child ratio. We have a nurturing family ethos that makes our children feel safe and they are comfortable to approach an adult if they feel worried or threatened in any way. We value our strong home –school relationships and encourage good liaison.

### **Health and Safety**

The school has a comprehensive Health and Safety Policy and regular Health and Safety checks are made of the school site by a member of school staff, a school governor and our Health and Safety Officer (NYCC).

### **Inclusion**

St Hilda's Moorland Federation practises equality of access and equality of opportunity for all its pupils, staff and visitors regardless of; gender, ethnic origin, religious belief, cultural background, ability or disability marital status or sexuality.

### **Accessibility Policy and Planning 2023-2026**

Our Federation Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. This plan outlines the school's aims to increase access to education for disabled pupils by:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

## Appendix 1 – Accessibility Action Plan 2023-26

### **St Hilda's Moorland Federation ACCESS PLAN 2023-2026**

#### **Access to the Physical Environment**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Success Criteria</b>
1. Schools are aware of the access needs of disabled children, staff, parent/carers and visitors	<p>A. Create access plans for individual disabled children as part of IEP process</p> <p>B. Enable staff and governors to alert the schools to any access needs and make sure they are met in meetings etc</p>	As required	<p>Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs</p> <p>Raised confidence of staff and governors in commitment to meet access needs and better participation in meetings</p> <p><b>Egton</b> - A mobile ramp is in place for access to the playground from the main entrance and one out of the back entrance to the school field.</p>
2. Ensure that all disabled individuals can be safely evacuated.	<p>A. Put in place Personal Emergence Evacuation Plans for all as required</p> <p>B. Develop a system to ensure all staff are aware of their responsibilities.</p> <p>Appropriate signage to be made/purchased and displayed</p>	As required	<p>Some areas have been carpeted to improve acoustics for hearing impaired children, staff and visitors,</p> <p>Wall and floor colours have been/will be chosen to provide an obvious contrast to aid visually impaired children, staff and visitors.</p> <p>All disabled individuals and staff working with them are safe and confident in event of fire.</p> <p>Routes and provision in schools are obvious.</p>
3. There is clear signage for disabled access and toilet facilities			

## Access to the Curriculum

Targets	Strategies	Timescale	Responsibilities	Success Criteria
1. Increase confidence of staff in differentiating the curriculum	A SEND Policy and Report and Local Offer in place and in use	Reviewed every 3 years	Headteacher	Raised confidence of staff in strategies for differentiation and increased pupil participation
2. Ensure all staff are aware of disabled children's curriculum access	B. Regular staff training in inclusive practices and resources including SEN	As required	Headteacher	There will be appropriate changes to the teaching and learning arrangements in the schools
3. Ensure all staff have undertaken disability equality training. Headteacher to disseminate via Equalities Scheme, shared with staff	A. Set up system of individual access plans for disabled children			Classroom organisation is accessible and well signed
	B. Set up system for information to be shared with appropriate staff			All staff work from a disability equality perspective
4. Ensure quality and appropriate resources are available including IT and App resources	Equalities scheme in place, staff and governors aware of scheme			
	Review provision in school for individuals as required.			Children are able to access the curriculum through specialised resources.
	Enable staff training for specialist			

	resources as required			
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### **Access to Information**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Success Criteria</b>
1. Review information to parents/carers/children to ensure it is accessible	<p>A. Ask parents/carers about access needs when child is admitted to school – Prospectus Statement</p> <p>B. Be prepared to produce information in alternative formats e.g. large print, Braille, ensure other languages can be catered for</p> <p>C. Use of visual timetables and prompts for children in school</p>	As required	<p>All parents getting information in format that they can access e.g. audio format, large print, Braille</p> <p>Sign for other languages displayed in Schools</p> <p>Children know the timetable for their day/week.</p>
<p>2. Liaise with local Playgroups and other relevant pre-school providers.</p> <p>Liaise with sending school for pupils transferring from another Primary setting.</p>	<p>A. Visit the setting to see the children/ talk to parents and staff.</p> <p>B. Invite children into school before starting date – talk to parents.</p> <p>C. Make use of all information sent from previous setting to establish baseline and individual needs.</p>	As required	<p>Needs are known on entry.</p> <p>Child is fully included in relevant class.</p> <p>Appropriate targets are set.</p>