

Accessibility Plan for Northallerton School

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Approved by	Interim School Committee

This plan has been formulated in accordance with the Disability Discrimination Act 1995 as amended by the SEN and Disability Act 2001 (SENDA). It uses the guidance from the Accessible Schools, Planning to increase access to schools for disabled pupils (DfES 07/02).

Definition

Disability is defined by the Disability Discrimination Act 1995 (DDA) and under the Equality Act 2010 as: “A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.”

Key Objectives

To reduce and eliminate barriers to accessing the curriculum and to enable full participation in the school community for students and prospective students with a disability.

Arrangements for the admission of students with disabilities

Northallerton School & Sixth Form College works in close partnership with the Local Authority (North Yorkshire County Council) with regard to all students with learning difficulties. Arrangements for the admission of students with disabilities who have an Education and Health Care Plan (EHCP) will be supported throughout their time at the school and college through the **Phoenix Centre, LINC** and Special Educational Needs Coordinator (SENCo).

For other students with a disability, in addition to information provided by the primary schools, parents are also asked to give details of any special need regarding their child which is then followed through by the SENCo. Northallerton School & Sixth Form College has made a number of modifications to the school buildings to accommodate students with particular needs, and keeps provision under regular review.

Details of steps to prevent disabled students being treated less favourably than other students

The school's and college's Accessibility Plan sets out the Governors' response to the Equality Act 2010 which states that “schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation.” Close attention is paid to implementation of the Access Plan to ensure inclusion and equality of opportunity for all students.

ACCESSIBILITY PLAN **2024-2027**

Context

The Accessibility Plan is the Governing Body's response to the requirements of the Equality Act 2010 which requires that a student should not be treated less favourably for a reason related to a disability.



Currency

The plan is intended to be current for the years **2024-2027**. The plan will be reviewed on a regular basis by the Head of School and key staff and revised as necessary then approved by the Governing Body.

Definition

The legislation defines disability as physical, sensory, intellectual or mental impairment. Discrimination means treating students less favourably than others without justification.

AIMS AND OBJECTIVES

Curriculum

The aim is to increase the extent to which students with disabilities can participate in the school curriculum. To ensure that curriculum and other planning takes account of all forms of disability and makes provision for a wide range of needs so that all students have access to an excellent education, both academic and social and the aims outlined in our prospectus apply to all students equally.

Physical Environment

The aim is to improve the physical environment of the school site so as to increase the extent to which disabled students are able to take advantage of the education provided. To ensure that, as far as is reasonably practicable, the needs of students with disabilities are met in terms of the physical environment of the school site.

Information

To ensure that written and other communications with students take into account the needs of those with disabilities. To ensure that the school is aware of the local and LA services provided and to ensure information is available in alternative formats when required or requested.

IMPLEMENTATION

General

- All staff will have access to the Accessibility Plan.

Curriculum

- The SENCo will inform staff on a regular basis of their roles and responsibilities in all curriculum areas.
- Access will be enhanced by the effective deployment of Teaching Assistants and by deploying specific care in individual cases.
- Regular meetings will be held with Learning Support staff to discuss their work with students with disabilities.
- Continuing Professional Development activities will be arranged for staff as appropriate.
- The support of outside advisers will be sought to enhance the knowledge and skills of staff.
- Advice will be provided to staff by the Learning Support Team to ensure that, as far as is reasonably practicable, students with disabilities have access to all practical, expressive and physical activities.
- Advice will be provided to staff by the Learning Support Team on suitable classroom layouts to accommodate the needs of disabled students.

- Staff will take into account mobility difficulties in the movement of students into, out of and around school.
- As far as is reasonably practicable, all students will have the opportunity to participate in activities and educational visits irrespective of disability.

Physical Environment

- The buildings provide access for students with disabilities.
- Emergency evacuation procedures will be in place to provide 1:1 supervision of students with disabilities.
- Transport to off-site facilities and for educational visits caters for students with disabilities.
- Disabled toilet facilities are available.

Information

- Staff will be provided with training to enable them to use routines and systems developed to assist students with disabilities.

Existing facilities to assist access to the school by students with disabilities

The school's buildings are fitted with appropriate doors and lifts which are suitable for wheelchairs and other mobility aids which provide access to students with physical disabilities. This provision is kept under review and is taken into account in any building refurbishment planning where disability access is considered as a priority.

This Accessibility Plan is subject to review every three years.

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Reviewed:	November 2021
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