



North

Yorkshire County Council

Education Service

Hambleton and Richmondshire Pupil Referral Service

Accessibility Plan

March 2015

Reviewed 2018

Introduction

Under the Equality Act 2010 it is a requirement for schools to have an accessibility plan.

Hambleton & Richmondshire Pupil Referral Service are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Accessibility Plan will be reviewed every three years and approved by the Management Committee.

Key Objectives

The Accessibility Plan will contain relevant actions to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils with a disability. Hambleton & Richmondshire Pupil Referral Service have adopted this Accessibility Plan in line with the school's Special Educational Needs Policy.

Not to treat disabled pupils less favourably for a reason related to their disability;

- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils, where realistic.

The School is committed to setting suitable learning challenges for all pupils regardless of ability or disability;

- It aims to respond to pupils' diverse learning needs
- It is committed to overcoming potential barriers to learning

Provision

Hambleton & Richmondshire Pupil Referral Service works in close partnership with Collaborative Schools and North Yorkshire County Council with regard to those students referred who have disabilities to ensure they are not discriminated against. Modifications have been made to accommodate students with particular needs and this provision is reviewed regularly by means of an Access Audit.

Main priorities

To ensure that the curriculum is flexible in order to meet all pupils' needs:

- Part time attendance at lessons can be negotiated with SLT Team for pupils experiencing crises or temporary injury/illness;
- Small group work takes place for SEND pupils to improve basic skills (literacy, numeracy);
- Differentiation of resources and learning outcomes are monitored through the School Self Evaluation process;

- The Curriculum Policy reflects National Curriculum entitlement for all
- Pupil groupings are designed to meet individual needs as much as possible
- In class support is available through Teaching Assistants
- Awareness of disability is raised through assemblies, tutorial programme and staff training;
- Prior to transition, SEND pupils visit early and frequently to ease the change of schools. The SEND team also visits pupils in existing schools to increase familiarity;
- Teaching Assistants accompany pupils on extracurricular activities;
- Examination arrangements are made to allow extra time, amanuenses, readers or scribes according to needs.
- Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

The Access Audit will be revisited prior to the each of each first three-year plan period in order to inform the development of the new Plan for the following period.

Access to Buildings and Classrooms

Building	Features
Main building	All classrooms have either flat or ramped entrance and exits. There is the provision of a disabled toilet. Corridors are wide enough for wheel chairs to be used.
Lower Building	Entrance to the building is via an emergency door or via ramps. Classroom entrances have flat floor entrances and wide doors with low handles. Access to the toilet is in the main building.
Hall	Main entrances are flat allowing for easy wheel chair access.
Disabled Toilet	Has a hoist fitted and trained staff
Playground	Available for all pupils. Access is available without the need to use steps.

How the plan links to other documentation and policies?

- Attendance Policy
- Equality Policy
- Policy on supporting pupils with medical conditions in School
- Behaviour Policy
- Safeguarding & Child Protection Policy
- Sex and Relationships Policy

- Special Educational Needs Policy

Further steps

As curriculum policies are reviewed a section to that will be added to that on Equality and Diversity. The terms of reference for all Management Committee meetings will contain an item on “having regard to matters relating to Access”.

Information about our Accessibility Plan will be published in the Management Committee’s Annual Report to Parents (statutory).

We acknowledge that there is a need for ongoing awareness raising and training for staff and Management Committee members in the matter of disability discrimination and the need to inform attitudes on this matter.

Policy review dates	Changes made (Y/N)	By whom	Approved by Management Committee
March 2018	No	Lynn Wild	