



**Coast
and Vale**
WHERE LEARNERS AND STAFF THRIVE

Trust Policy

Accessibility Plan

Approver: Trustees
Review Cycle: Triennial

Revision History			
Date	Version	Short Description of Changes	Approved by:
May 2024	V1.0	Policy adopted for schools to customise	Trustees

This Policy Applies To:
Secondary Schools Primary Schools Centralised Trust Employees Trustees & Governors

Document Management Information

Applicable to:	All schools
Development and Consultation:	Developed in line with legal requirements and best practice
Dissemination:	Available on school websites and the school area of the Staff Hub
Implementation:	Schools to adapt the template policy as appropriate
Training:	As required
Review Frequency:	Triennially
Based on:	Delta Academies Trust Policy
Policy Author:	Trust Compliance Officer
Executive Policy Owner:	Chief Operating Officer
Approval by:	Trustees
Version:	V1.0
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Next Review Due:	May 2027

If you require this policy in a more accessible format please contact the Trust Compliance Officer on compliance@coastandvale.academy

Executive summary text for current policy version:

This template policy should be adopted by schools to meet their individual circumstances. The Trust template will be reviewed triennially, and schools should review their customised policy triennially.



Coast and Vale Learning Trust

ACCESSIBILITY PLAN Filey School

Approved By:	M Britton	Date: 01.09.2024
Last reviewed on:	01.09.2024	
New Review Due by:	January 2027	

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1 Accessibility Plan Regulatory Requirements

- 1.1 Schools and academies are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:
- **Increase the extent to which disabled pupils can participate in the curriculum.** This covers teaching and learning and the wider curriculum including participation in after-school clubs, leisure and cultural activities and school visits.
 - **Improve the physical environment of the school** to enable disabled learners to take better advantage of education, benefits, facilities and services provided
 - **Improve the delivery of written information to disabled learners.** This will include planning to make the written information normally provided to learners by the school available to disabled learners.

2 Definitions

- 2.1 Disability is defined in 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 their ability to carry out normal day to day activities.”
- 2.2 Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes dyslexia, autism, speech and language impairments, ADHD, sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
- 2.3 Schools and academies are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled learner faces in comparison with non-disabled learners. This can include, for example, the provision of an auxiliary aid or adjustments to premises.
- 2.4 This policy complies with our funding agreement and articles of association.

3 Aims

- 3.1 We aim to ensure that all learners, regardless of disabilities or learning needs, have equal access to the school. We strive to ensure that every learner can take part in the whole school curriculum. We are committed to an inclusive curriculum and increasing access to the school’s facilities for all. To achieve this the following will be put in place:
- Periodic completion of accessibility audits using the template in Appendix 2

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- An accessibility plan will be written in response to the audit using the template in Appendix 1
- Sufficient time and resources will be assigned to implement the plan
- The accessibility plan will be subject to ongoing monitoring and review and will be fully reviewed every three years

4 Publication

- 4.1 The accessibility plan will be made available online on the school website, and paper copies are available upon request.

5 Links with other policies

- 5.1 This accessibility plan is linked to the following policies and documents:
- Health and safety policy
 - Equality, Diversity and Inclusion policy
 - SEND policy
 - Special educational needs (SEN) information report
 - Supporting pupils with medical conditions policy
 - Complaints policy

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Appendix 1 – Accessibility Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DEADLINE	OUTCOME
Increase the extent to which pupils with disabilities can participate in the curriculum	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils • Examination papers (GCSE) are modified and access arrangements assessed and granted 	<ul style="list-style-type: none"> • Subject leaders to complete annual audit to review teaching of protected characteristics • Exams Access Arrangements Testing • Introduction of Texthelp assistive SENCO technology • Laptops to be upgraded to support pupils' normal way of working 	<p>JRO</p> <p>SENCO</p> <p>SENCO</p> <p>IT Management Team</p>	<p>Spring Term 2025 HT4</p> <p>HT1</p> <p>HT3</p> <p>HT3</p>	<p>Pupils understand the protected characteristics and the reasons why adaptations should be made to prevent discrimination</p> <p>Pupils feel safe, included and can participate fully</p>

AIM	CURRENT GOOD PRACTICE	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DEADLINE	OUTCOME
<p>Improve access to the physical environment to increase the extent to which pupils with disabilities can take advantage of education and the wider curriculum offer</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Library shelves at wheelchair-accessible height • External lighting • Parents requested to inform school immediately if a student sustains an injury that may affect their evacuation in the event of an emergency. Communication from school has made clear that a student cannot attend the site until a PEEP is put in place in order to safeguard the student. 	<ul style="list-style-type: none"> • Write a PEEP for each relevant pupil • Train a team of staff to use the Evac chairs • Arrange termly evacuation rehearsal and record this on Every • Evacuation rehearsal following access changes due to decarbonisation project • PEEPs will be completed BEFORE a student attends the school site following an injury that impedes their chance of independent evacuation. 	<p>Deputy SENCO</p> <p>Headteacher's PA</p> <p>Headteacher & Site Manager</p> <p>Site Manager</p> <p>HOY to inform SENCO. SENCO to write PEEP.</p>	<p>As Required</p> <p>HT4</p> <p>Termly</p> <p>As Required</p> <p>As Required</p>	<p>Staff and pupils can evacuate the building safely and promptly in event of fire</p>

Improve the availability of information to pupils with disabilities	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Deployment of auxiliary aids and personnel (SEN department) • Information and training for staff (SEN department + outside agencies) • Child-friendly policies • Link to the local offer is on academy website • SEND Policy and Information Report on website 	<p>Review website and ensure key information for pupils is easily found</p>	Headteacher	HT3	All pupils can access information about the curriculum and support for learners with SEND
		<p>Ensure that curriculum and SEND sections of website are jargon-free and that any technical language is clearly explained</p>	Headteacher	HT3	
		<ul style="list-style-type: none"> • SEND section of website to be updated to include information on ALC and Learning Base 	SENCO	February half term	

Appendix 2: Accessibility Audit Template

School	Filey School
Date	21/06/24
Audit Team	FWO, MBR

Question	Provision Made?		Comments/Site Notes	Recommendations	Priority A, B, C, D	Responsibility
	Y/N	Partial (%)				
Schedule 1: Approach to Building						
Is the route to the school entrance from the nearest point of public transport, well signed, well lit, free of broken slabs etc.?	Y		Flood lighting New signage			
Are there separate entrances for cars and pedestrians?	Y		There is an entrance for pedestrians and a separate entrance for vehicles. The vehicle entrance is closed during collected/departure of buses at the end of the school day.			
Is the route wide enough, and free of kerbs?	Y					

Schedule 2: Car Parking						
Are accessible car parking bays signposted from the car park entrance?	Y	There are 2 clearly marked disabled bays				
Are these bays wide enough and long enough to allow transfer onto a wheelchair?	Y					
Are the bays smooth, (free from loose stones), well lit, and signposted as being identified for disabled people only?	Y					

Schedule 3: External Ramps & Steps						
Is the ramp properly graded, wide enough, slip resistant, with suitable handrails both sides?	Y					
If no permanent ramp is provided, can a portable ramp be made available?	n/a					
Are there suitable steps (as an alternative to the ramp), with easily identifiable step nosings, handrails both sides, and are well lit?	Y					
Schedule 4: Main Entrance, Lobby & Reception Areas						
Is the main entrance clearly signposted, well lit, and distinguishable from facade?	Y					
Can people on each side of the door, either seated or standing, see each other?	Y		Glass doors and windows provide good visibility			
If fitted, are door control systems fitted at heights suitable for all users?		10%				

Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?		20%				
Does the door pressure allow ease of access for all users?	N					
Are thresholds flush and level, and mat wells firmly fixed?		90%				
Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?	Y					
If fitted, does the lobby allow wheelchair users to move clear of the outer door before opening the inner door?	Y					
Is appropriate information signage provided at the Reception, for people with visual impairments or others with lower sight levels (wheelchair users)?	N					
Have front line staff (reception) had access awareness/ equality training?	Y					

Schedule 5: Corridors, horizontal movement and activity spaces						
Are corridors a minimum width of 1200mm? (Better to be 1800mm for wheelchairs to pass each other)	Y					
Do any windows (natural light), or artificial light provide glare or silhouettes?	N					
Do "communication/activity spaces" have good acoustics, and the provision of an induction loop?	N					
Are suitable signs provided, from both standing and seated positions, where necessary?	N					
Are fire extinguishers (or hose reels) positioned to ensure they do not create hazards for visually impaired people?	Y					
Schedule 6: Doors						
Is the door/s necessary, can it/they be removed?	n/a	n/a				
Can fire doors be held open on magnetic devices (corridors)?	Y					

Are doors well contrasted from their surroundings?	Y					
Is the door handle easy to use, of the correct type, at the right height, and tonally contrasted from the door?	Y					
Can people on each side of the door, either seated or standing, see each other?	N					
Is the door wide enough for all users (800mm clear), with adequate space for wheelchair user to open door?	Y					
If double doors, does one leaf allow 800mm clear opening width?	Y					

Schedule 7 - Vertical movement, internal level change (ramps, steps)

If provided, Is the ramp properly graded, wide enough, with suitable handrails both sides?	Y					
Are surfaces slip resistant, with kerbs at the edges?	Y					
If no permanent ramp is provided, can a portable ramp be made available?	N					

Are there steps as an alternative to the ramp, with suitable treads and rises, with easily identifiable step nosing?	Y					
Are the steps maintained, well lit, with suitable handrails both sides, and tactile warnings at the top and bottom?	Y					
Schedule 8 - Vertical movement, stairs						
Are the stair risers and steps the same height and length (open risers not recommended) and are the step nosings easily identifiable?	Y					
Are there suitable continuous handrails to both sides, with tonal contrast from background?	Y	All areas except on landings				
Are there suitable landings provided at intermediate levels on stairs?	Y					
Is suitable visual and tactile information fitted at each floor level?	N		Poor signage	New signage at eye level	D	TL/FW
Is there suitable lighting?	Y					

Schedule 9- Vertical movement, lifts and stairlifts

Is a passenger lift provided within the school?	Y					
Is there unobstructed space (1500mm x 1500mm) in front of the doors, and do the doors have a clear opening width of 800mm?	Y					
Are the internal dimensions of the lift cabin 1100 x 1400mm (preferred 1100 x 2000mm) min, and is the lift fitted with suitable support rails on three sides?	Y N	Partial	Railings only fitted on one side			
Are the controls on the landing and in the lift cabin, including emergency phone, within easy reach and clearly visible for all users (within zone of 900mm and 1200mm from floor)?	Y					
Are these controls clearly visible in contrasting colours and with raise (tactile) characters/numbers?	Y					
Does the lift have audible announcements and visual displays?	Y					

Is a platform lift or platform stairlift provided within the school? Note - platform stairlifts are not advisable.	Y					
Are controls clearly identifiable and within reach of all users?	Y					
Does the stairlift platform when not in use automatically revert to folded position?	N/A					

Schedule 10 - WC Provision Generally

Is there WC provision for ambulant people with disabilities? (e.g. Grab rail fitted to one WC cubicle) and is travel distance no greater than for an able bodied person?	Y					
Is the lobby large enough to allow easy access, and is the WC door easy to operate?	Y					
Are the floors slip resistant?	Y					
Are fittings easily distinguished from their background?	Y					
Are compartment doors controls easily gripped and operated?	Y					

Can ambulant disabled people manoeuvre and rise and lower themselves in a standard cubicle?	N		Disabled cubicles available			
Schedule 11 - Accessible WC Provision						
Is there an accessible WC, with its location clearly signed, and is the travel distance no greater than for an able bodied person?	Y					
Are there suitable fittings, which are easily distinguished from their background, and are they fitted in suitable positions?	Y					
Does the door have a clear opening of 900mm, and are doors controls, light switch and locks easily reached and operated?	Y					
Are floor finishes slip resistant?	Y					
Are management procedures in position to maintain viability of facility?	Y					

Does the door have the capacity to open outward to ensure that entry can be gained in the event of someone falling and blocking the doorway?	Y					
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Schedule 12: Changing & Shower Facilities

Are there changing facilities?	Y					
Is a shower compartment provided which is suitable for use by people with disabilities?	N/A					
Is the height of the shower head variable?	N/A					
Have a tip-up seat and suitable handrails been provided?	N/A					
Is there a dressing cubicle and does it comply with required size and layout?	N/A					
Are lockers easily reached and operated?	Y					
Are all fittings readily distinguishable from their background?	Y					
Does the floor have a slip resistant finish?	Y					

Schedule 13 - Bathrooms						
Is there a bathroom?	N					
Is the bathroom provided with fittings suitable for use by people with disabilities inc assisted use?	N/A					
Are all fittings easily reached and operated?	N/A					
Are all fittings readily distinguishable from their background?	N/A					
Does the floor have a slip resistant finish?	N/A					
Is a hoist provided?	N/A					
Are there reception counters, services desks or serveries?	Y					
Is provision made for wheelchair users (both sides) and are induction loops fitted?	N/A					
Is glare or silhouetting avoided at these counters (design and positioning)?	N/A					
Is seating provided, that are stable, with arm rests, and is there sufficient space for a wheelchair user?	Y					

Do tables allow for wheelchair access?	Y					
If provided, are telephones fixed at a height that allows easy access by wheelchair users?	N		Phones are not fixed. They are mobile and accessible			
Are telephones equipped with induction couplers for hearing aid users?	N/A					
Is a text phone available?	N/A					
Is the lighting in the school controllable and adjustable to meet the needs of individual pupils and the task they are working on?	Partial		Some lighting is dimmable. All lighting can be switched on and off.			
If the school is fitted with fluorescent lighting only, is it likely to cause inconvenience to people with hearing impairments (background noise and electronic signals)?	N/A					
Is the environment free of unnecessary noise e.g. heating units?	Y					
Are induction loops fitted wherever information is given or meetings are being held?	N		Adjustments made for Students/staff with HI either with visual prompts or ensuring use of hearing support devices.			

Are tea/coffee facilities and vending machines accessible by all?	Y		These facilities are only available to staff			
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Schedule 15: Kitchens

If provided, does the kitchen have fittings suitable for use by disabled people?	N/A					
Is the kitchen of adequate size and layout for disabled people?	N/A					
Are all fittings readily distinguishable from the background?	N/A					
Is lighting adequate?	Y					
Does the floor have a slip resistant finish?	Y					

Schedule 17: Means of Escape

Is there an audible alarm system?	Y					
Is the audible fire alarm supplemented by a flashing light system?	Y					
Are ground floor exit routes as accessible as the main entrance routes?	Y					

Are Means of Escape strategies in position to ensure disabled people are evacuated safely?	Y					
If people with disabilities cannot completely evacuate the building, can they reach places of safety or refuge, which are clearly signed and of the right size?	N		PEEPS in place to ensure safe evacuation of people with disabilities.		C	
Are there Personal Emergency Egress Plans in place members of staff who may require assistance?	Y		Parents have been informed they must inform the school if a pupil has a new or existing reason, they may need help in an evacuation so a PEEP can be completed before the pupil enters the site.			

Schedule 18: Building Management

Are the external routes (including steps and ramps) kept clear, unobstructed and free from surface water, ice and snow?	Y					
Are accessible car parking spaces only used by disabled drivers and are kept clear of obstructions?	Y					
Is door ironmongery regularly maintained?	Y					

Are lifts, platforms and stairlifts regularly serviced?	Y					
Are accessible WCs kept clear and not used for storage?	Y					
Are appropriate cleaning materials used to ensure that the cleaning and polishing of slip resistant floors does not make them shiny / slippery?	Y					
Do you consider tonal and colour contrast before a redecoration scheme?	Y					
Do new signs integrate effectively with current signage?	Y					
Are windows, blinds and lamps checked to ensure they are kept clean and in working order?	Y					
Are induction loops and infra-red systems clearly signed and checked regularly?	N/A				D	
Are fire alarm systems regularly maintained, and are fire exit routes regularly checked for obstacles?	Y					

Is there a fire escape strategy for visitors who may require assistance?	Y					
Is there a personal egress plan prepared for any member of staff who may require assistance?	Y					
When temporary facilities/displays are installed are disabled pupils/visitors considered?	Y					

Schedule 19: Curriculum

Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Y		TAs given training in person/online if working with a student with a disability or impairment		N/A	
Are your classrooms optimally organised for disabled pupils?	Y		Seating plans are in place to ensure pupils with a disability/impairment are seated appropriately.		N/A	
Do lessons provide opportunities for all pupils to achieve?	Y		All staff are aware and regularly updated on individual pupils and ensure lessons are accessible.		N/A	
Are lessons responsive to pupil diversity?	Y		Life lessons and form activities include topics on diversity.		N/A	

Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Y				N/A	
Are all pupils encouraged to take part in music, drama and physical activities?	Y				N/A	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	Y		Staff are made aware of need with some students open to rest breaks throughout the day.		N/A	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Y		Staff/teaching assistants are available to support in practical lessons where appropriate		N/A	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	Y		Students who cannot take part in physical activity are given a supporting role within lessons.		N/A	
Do you provide access to computer technology appropriate for students with disabilities?	Y		Students have use of laptops/chromebooks/iPads dependent on need		N/A	

Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	Y		Subject to individual risk assessments		N/A	
Are there high expectations of all pupils?	Y				N/A	
Do staff seek to remove all barriers to learning and participation?	Y				N/A	
Schedule 20: Materials in other Formats						
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with printed information?	Partial		We do not currently have the offer of braille.			
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	Y					
Do you have the facilities such as ICT to produce written information in different formats?	Y					