



My Schools Together
Mather Street Primary School and Yew Tree Community School
Accessibility Plan Policy

Aims

Schools 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
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our federation aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

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

The federation is committed to ensuring staff are trained in equality, including disability, issues and takes advice from relevant organisations where appropriate. Both of the federation's schools work in partnership with Oldham Council.

<https://www.oldham.gov.uk/info/200368/children-and-young-people-with-special-educational-needs-and-disabilities>

Our federation's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, please refer to this procedure which is available on the schools' websites.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

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 sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Implementation, Monitoring and Review of the Accessibility Plan.

In order to provide the very best provision for all members of our school community, we welcome suggestions and comments from staff, parents, children, governors and visitors to the school.

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the school staff and governors.

Approved by staff and governors

October 2019