

SKELTON SCHOOL

ACCESS PLAN



SEND CO-ORDINATOR: Miss Sophie Dobinson
SEND GOVERNOR: Mrs M Towers

AUTUMN 2025

Accessibility Plan

Skelton School asserts commitment to equal opportunities and inclusion. This plan should be considered alongside the following policy documents:

- Special Educational Needs Policy 2024
- Single Equality Scheme 2023
- PSHE and RSE Policy 2025
- Curriculum Policy 2024
- Whole School Behaviour Policy 2023
- Admissions Policy 2025

1. Aims

Schools are required under the paragraph 3 of schedule 10 to the Equality Act 2010. to have an accessibility plan. The purpose of the plan is to:

- To increase the extent to which disabled students can participate in the curriculum by ensuring that the teaching and learning environment and the resources used are suitable for all staff and students, tailoring the requirements to suit individual needs.
- To improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided.
- To improve the availability of accessible information to disabled students.
- To provide training to all staff regarding the needs of disabled students in order to enable them to enjoy their school experience as fully as possible.
- To ensure access to education for disabled students. Skelton School aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Skelton School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Our school complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility, this procedure sets out the process for raising these concerns. The plan will be made available online on the school website, and paper copies are available upon request.

2. Legislation and guidance

This document meets the requirements 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This plan considers the following areas:

- Increasing the extent to which disabled students can participate in the school curriculum by securing relevant staff training and ensuring appropriate classroom organisation.
- Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment.
- Enhancing the environment so it meets the needs of all students and ensures that they have access to all aspects of education.

- Providing communication in an appropriate format to all students. Material will be provided in a reasonable period of time and in a format that takes account of parental or student's preference, such as Braille, audio tape, large print and the provision of information orally where required.
- The SEND policy ensures that staff identify, assess and arrange suitable provision for students with disabilities and special educational needs. The SENDCO manages the Statutory Assessment processes and ensures additional resources are available where appropriate.
- School works closely with specialist services including educational psychologists, speech and language therapy, CAMHS, school nurses and other professionals depending on the needs of the children.

3. Action Plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability.	A personalised and differentiated curriculum for all learners. Use of resources tailored to the needs of pupils who require support to access the curriculum. Curriculum tracking for all pupils, including those with a disability or SEN need. Appropriately set targets within the curriculum. Review of the curriculum to ensure it meets the needs of all pupils. All teachers and TAs have the necessary training to teach and support pupils with a range of disabilities. Staff recognise and plan for the additional time and effort needed by some disabled pupils, eg, lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia. All staff plan for additional time required by some disabled pupils to use equipment ICT equipment has been fitted with additional software/hardware to allow access for disabled pupils	Ensure the curriculum is effectively designed for all.	Regular curriculum focused reviews. Subject monitoring including disability and SEN needs checked. Progress tracking. Deployment of support staff effectively to ensure good practice and support provided. Quality First teaching for all.	Helen Newton Sophie Dobinson	Ongoing	An effectively planned, sequential curriculum that can be easily accessed by all with effective assessment opportunities and adaption where required.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Door width • Disabled toilets and changing facilities Furniture and equipment selected, adjusted and located appropriately, eg, height adjustable tables are available, low level sinks etc Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Maintain physical spaces and ramps for access for all. Maintain disabled toilets and keep clear access.	Ensure all physical spaces are kept clear and accessible at all times. Ensure handrails and accessibility aids are added and maintained to areas of need.	Helen Newton Sophie Dobinson Erica Lockley	Ongoing	An easily accessed building for all users and visitors that is well maintained and useable for all.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations The school liaises with LA support services and other agencies to provide information in simple, clear language, symbols, large print, or in Braille for pupils/parents and carers who may have difficulty with the standard printed format. The school ensures that both in lessons and parents' meetings, information is presented in a user-friendly way, eg, by reading aloud, using overhead projectors/Powerpoint presentations etc.	Consult with parents/carers when necessary to provide information in an appropriate format. Make documentation available in desired format wherever possible. Signage around school to ensure easy accessibility.	Review publications and documents where needed.	Helen Newton Sophie Dobinson Erica Lockley	Ongoing	Easily accessed information and documentation to all pupils, visitors, staff and parents.

Access plan reviewed – November 2025

Next review – November 2028