



### Arrangements for the admission of students with disabilities

Stokesley School works in close partnership with the local authority (NYCC) with regard to all students with learning difficulties. Arrangements for the admission of students with disabilities who have an EHCP begin with the transitional review of the EHCP to which a member of the Stokesley School Learning Support staff is invited and who remains involved from that time. For other children with a disability, in addition to information provided by the primary school, parents are asked to give details of any special need which is then followed through by the SENCO. Stokesley School has made a number of modifications to the school building to accommodate children with particular needs, and keeps provision under review on a regular basis.

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

The school'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.

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### ACCESSIBILITY PLAN 2018-19

**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 school year 2018-19, but will be kept under review by the governing body during the year and revised as necessary.

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

#### AIMS:

**Curriculum:** The aim is to increase the extent to which disabled students can participate in the school curriculum.

**Physical Environment:** The aim is to improve the physical environment of the school so as to increase the extent to which disabled students are able to take advantage of the education provided by the school.

**Information:** The aim is to improve the delivery to disabled students of information which is provided for students who are not disabled.

#### OBJECTIVES:

**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 children equally.

**Physical Environment:** To ensure that, as far as reasonably practicable, needs of students with disabilities are met in terms of the physical environment of the school.

**Information:** To ensure that written and other communications with students take into account the needs of those with disabilities.

#### IMPLEMENTATION:

##### General:

- All staff will be made aware of the Accessibility Plan and this policy will be made available to them via the VLE.

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### 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 disabled students.
- Continuing Professional Development activities will be arranged for staff as appropriate.
- The support of outside advisers will be sought to enhance the knowledge and techniques of staff.
- Advice will be provided to staff by the Learning Support Team to ensure that, as far as reasonably practicable, disabled students have access to all practical, expressive and physical activities.
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- 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 reasonably practicable, all students will have the opportunity to participate in activities and educational visits irrespective of disability. Planning of educational visits will take into account students disabilities when choosing venues and travel arrangements.
- All students will take part in lessons and projects that educate the whole school community on disability.

### Physical Environment:

- The school buildings provide access for disabled students.
- Emergency evacuation procedures will be in place to provide 1:1 supervision of disabled students.
- Transport to off-site facilities and for educational visits caters for disabled students.
- A review of the physical environment will be undertaken this academic year, to identify areas for improvement.

### Information:

- Information will be made available in an appropriate form to students and prospective students who may have difficulty with standard printed information.
- Staff will be provided with training to enable them to use practices and systems developed to assist people with disabilities.
- A review of the availability of information will be undertaken this academic year, to identify areas for improvement.

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## Details of existing facilities to assist access to the school by students with disabilities

The school buildings, with doors and lifts suitable for wheelchairs and other mobility aids, provides access to students with physical disabilities. This provision is kept under review and in any building planning, disability access is considered as a priority.

The Accessibility Plan is subject to review every three years.