

Scapegoat Hill J & I School

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Head of School: Miss Natalie Shackleton



Scapegoat Hill J & I School Accessibility Plan

Accessibility Plan September 2025

Review date: September 2026

Introduction:

The school recognises its duty under the DDA (as amended by the SENDA) and the Equality Act 2010:

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services •
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 and the EYFS curriculum, which underpin the development of a more inclusive curriculum: • setting suitable learning challenges

- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Key Issue/Focus of Development: All aspects of school are accessible to all stakeholders

Current Position:

1. Physical Environment

There is access to all parts of the school for those stakeholders with physical disabilities however, in the main this is via ramps.
Classroom size may, in some cases, inhibit wheelchair movement
Classrooms are carpeted which is helpful to those with hearing impairments
There is a disabled toilet by the hall and door widths make wheelchair access possible throughout the school
Special diets i.e. for those with food intolerances are catered for by the LA catering staff, (a letter from a doctor or dietician is required stating their individual needs).

2. Education & Related Activities

There is a high level of differentiation which allows access to the curriculum for all children
Teaching assistants/ teachers provide additional support for those experiencing difficulties accessing the curriculum
Children with hearing/visual difficulties are seated appropriately

3. Provision of Information

We ensure work is presented in a range of different forms for those children with communication difficulties, ensuring physical access to all work.
We ensure that all communication with parents is in easy to read font, e.g. Calibri Light
Alternative recording methods are available for those who require it
Appropriate resources are provided, where necessary, to ensure full access to the curriculum

The 3 areas to be considered in this action plan are:

a) Improving the Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

b) Improving Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and appropriate health professionals from the local NHS Trusts, Locala and private services, Colne Valley Hub and any other professional.

c) Improving the Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Overall person responsible: Natalie Shackleton

	Target	Strategies	Outcome	Timeframe	Monitored by	Updates
Short term						
1.	Ensure parents/carers with disabilities have equal opportunity to access information from school.	Highlight on all school documentation that goes to parents that it is available in larger print on request.	Format of documentation altered appropriately.	As required	Premises and Health and Safety Committee	For Parents and Carers We provide school information in accessible formats (large print, audio, Braille, easy-read). Our website and emails are screen-reader friendly. Meetings can be in person, online, or by phone. If parents need adjustments, they can contact one of our school business officers or a class teacher
2.	Ensure the curriculum can be accessed by all children	Check resources are not a barrier to any individual or group's access to the curriculum. Liaise with pre-schools to ensure that information regarding the needs of any children with disabilities are known prior to them starting school so that	All children access all aspects of the curriculum.	Ongoing	SENDCO/Headteacher	For Children Every child can access the curriculum. We teach in different ways (visual, spoken, practical) and allow different ways to show learning.

						<p>We use tools like speech-to-text and visual aids when needed.</p> <p>Extra help is available through tailored plans and specialist support.</p>
3.	Any redecorating work within the school is sympathetic to the visually impaired	appropriate resources are in place. Advice taken re lighting and colour schemes before any further decorating takes place.	The school decorates in a way that is sympathetic to the VI.	As required		<p>High Contrast Colours – Walls, doors, and floors are chosen so they stand out clearly from each other.</p> <p>Consistent Colour Coding – Door frames, handrails, and skirting boards are in contrasting colours for easy identification.</p> <p>Non-Reflective Finishes – We use matte paints and</p>

					<p>surfaces to reduce glare.</p> <p>Clear Signage – Large, bold text with good colour contrast; tactile or Braille signs where possible.</p> <p>Good Lighting – Bright, even lighting without shadows or harsh reflections.</p> <p>Safe Flooring – Non-slip, plain flooring with clear contrast against walls.</p> <p>Expert Guidance – We follow RNIB recommendations and seek specialist advice when needed.</p> <p>This ensures our school remains welcoming and safe for everyone.</p>
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	Target	Strategies	Outcome	Timeframe	Monitored by	Updates
Medium Term 1.	To ensure the school continues to develop children's awareness of disability.	<p>Ensure there are some learning resources (books etc) that show positive examples of people with disabilities in a positive light.</p> <p>Use opportunities to show people with disabilities in a positive light; example = staff/governors with registered disabilities.</p>	Children have a clear understanding of and speak positively about the achievements and successes of those with disabilities	<p>Ongoing opportunities</p> <p>Where available and appropriate to work in school</p>	<p>Premises and Health and Safety Committee</p> <p>SENDCO/Headteacher</p>	<p>We teach about diversity and disability through PSHE, assemblies, and themed days so children understand and respect differences.</p> <p>We share stories and examples of people with disabilities who have achieved great things, helping children see ability, not barriers.</p> <p>Teachers encourage open</p>

						<p>conversations about inclusion, empathy, and how to support others.</p> <p>Activities like using blindfolds or adapted equipment help children understand challenges and build empathy.</p> <p>We mark events such as Disability Awareness Day and include disability in our equality and diversity celebrations.</p> <p>Accessible Environment</p>
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						Children see that our school makes adjustments (ramps, visual aids, adapted resources) so everyone can learn and feel welcome.
Long term						
1.	Plans to further develop the building take DDA issues in to account	Work with LA and architects when planning modernisations.	The building is accessible for all where possible.	Depending on when additional funding is available	Premises and Health and Safety Committee	All doors will be wide enough for wheelchairs and easy to open. Where possible, we'll use automatic or push-button doors.
2.	Possible provision of internal access to two levels of school if required	Source possible additional funding	The building is accessible for all where possible.	Depending on when additional funding is available		We'll keep floors smooth and level, with no steps or trip hazards. Accessible Toilets – At least one

						<p>toilet will have grab rails and an emergency pull cord.</p> <p>Signs will be large, easy to read, and in strong contrasting colours.</p> <p>We'll include colours that help people with visual impairments.</p> <p>Playgrounds and paths will be level and safe for everyone.</p> <p>We'll follow national accessibility standards and ask specialists for guidance before</p>
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						making changes.
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