

UNITED SCHOOLS FEDERATION

St. Michael's C. of E. Nursery & Primary School **St. Catherine's C. of E. VA Nursery & Primary School**
St. Mary's C. of E. VA Primary School **Marldon C. of E. VA Primary School** **Ipplepen Primary School**



ACCESSIBILITY PLAN

Aiming Higher, Achieving More, Together!

The United Schools Federation strives to ensure that the culture and ethos of our federated schools are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

The definition of disability is:

A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

We recognise:

- Our duty under the Disability Discrimination Act 95 as amended by the SENDA (2001).
"from September 2002 it will be unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services#".
- Schools and LAs must:
 - (a) not treat disabled pupils less favourably; and
 - (b) take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the "reasonable adjustment" duty)
- that Local Authority and school governors have the duty to publish Accessibility Strategies and Plans

Preparation for entry to the school, the curriculum, teaching and learning, classroom organisation, timetabling, grouping of pupils, homework, access to school facilities, activities to supplement the curriculum, school sports, school policies, breaks and lunchtimes, the serving of school meals, interaction with peers, assessment and exam arrangements, school discipline and sanctions, school clubs and activities, school trips, the school arrangements for working with other agencies, preparation of pupils for the next phase of education.

Scope of the Plan

This plan covers all three main strands of the planning duty:

- 1. Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.**

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces

and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

In maintained schools the provision of a special piece of equipment of extra assistance will be made through the SEN framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEN but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

2. Increase the extent to which disabled pupils can participate in schools' curriculums.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools will be expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual pupils.

3. Improving the delivery of information to pupils with disabilities.

This part of the duty covers planning to make information normally provided by the school in writing to its pupils - such as handouts, timetables, textbooks, information about school events - available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

Other related school policies

Equality for disabled pupils is included as an explicit aim in all of the school's policies and is supported by the school's other policies including:

- Teaching and Learning
- Equal Opportunities Policy
- Behaviour Policy
- Admissions Policy/criteria
- School Improvement Plan
- School Asset Management Plan
- Policy for school trips and excursions
- SEN Policy
- Exclusions

Aims

The United Schools Federation aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music and drama
- planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities
- raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training
- by providing written information for pupils with disabilities in a form which is user friendly
- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language
- by examining our library and reading books to ensure that there are examples of positive images of disabled people.

Actions to ensure equality for pupils with disabilities

1. We shall undertake a disability audit.
2. As a result of the audit, we shall, if necessary:
 - write an action plan which includes targets
 - make the policy and targets known to all teaching and ancillary staff, pupils and parents
 - monitor the success of the plan
 - the Plan will be reviewed annually by the Executive Headteacher.
3. The Governing Body will report on how targets have been met in their annual report to parents (and what impact they have had on the achievements of pupils with disabilities).
4. The school will set up a working party to monitor and further develop good practice.

Monitoring

The United Schools Federation recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. (Essentials are in **Bold** type).

We will monitor (select):

Reviewed 30th November 2017, next review Autumn 2020

- **Admissions**
- **Attainment**
- **Attendance**
- Punctuality
- Effects of pastoral strategies
- Rewards
- Sanctions
- **Exclusions**
- Response to teaching styles/subject
- SEN Register
- Setting/groups
- Effects of the Literacy & Numeracy Strategies
- Extra-curricular activities
- Homework
- Homework Clubs
- **Selection and recruitment of staff**
- **Governing Body representation**
- Parents attending consultation meetings
- Parents' involvement in the life of the school (representation on the PTA/Friends, attendance at parents' evenings, in the classroom, school productions, sports days, fetes etc).

Publications for Guidance

Accessible Schools: Planning to increase access to schools for disabled pupils.
(Issued to all schools in June 2002 and updated under the Equality Act 2010 - DfE)

Schools Disability Code of Practice (Disability Rights Commission (DRC))

SEN Code of Practice (DfE)

DfES Guidance on Inclusive Schooling (DfE)

National Curriculum 2000 Inclusion Statement (DfES)

DfEE: Access for disabled people to school buildings (BB91) (The Stationary Office)

Useful telephone numbers:

Disability Rights Commission 0207 828 7022 DRC Helpline 0845 622 633

DfES Publications 0845 602 2260

Ofsted Publications 020 7510 0180

QCA 021 8867 3333

Creating an Access Plan

The following plan has been produced after reviewing existing plans (in particular refurbishments and arrangements and SEN policy), looking at options for improving accessibility within existing arrangements and an audit of school sites for accessibility. The schools will monitor the implementation of the plan and to keep under review the access needs of each school.

Targets Strategies Outcome Timeframe Goals Achieved

Short Term

None

Medium Term

No children have the need for written material in alternative formats for the time being. However, we will make ourselves aware of the services available through the LA for converting written information into alternative formats when this becomes necessary.

If needed the school will provide written information in alternative formats for children and/or disabled parents.

No children have the need for visual aids at present but when refurbishing we will keep in mind appropriate colour schemes and alternative window blinds if found to be more suitable to children with vision impairment.

St. Michael's is an older building thereby needing more attention to accessibility improvements when time and funding allows. St. Catherine's, St. Mary's, Marldon and Ipplepen school buildings are relatively new and thereby purpose-built and accessible to all.

Specialist training will be sought should any pupil join the school with a specific need. This will allow teachers to more fully meet the requirements of any disabled children's needs with regard to accessing the curriculum.

Long term

St. Michael's is aware that the older school buildings are not fully accessible and it is unlikely that full accessibility will be possible. The After School Club facilities are under review and a ramp and space with toilet facilities should be available at the end of 2018.

All other schools do not require any long-term improvements at the present time. However, this will be regularly reviewed should a new need arise.

The governing body will review this Accessibility Plan every three years.

Next review Autumn 2020.

ACCESSIBILITY PLAN

Date of Policy -

Members of staff responsible:

Martin Harding

Karen West

Adrian Clements

Marcus West

Claire Webb

Amanda Lacey

This plan was originally agreed by the Premises & Curriculum Committee in 2014 reviewed by the full Governing Body 30th November 2017.

This Plan can also be made available in alternative formats upon request to the school.

Targets	Strategies	By whom?	By when?	What resources may be needed?	Goals achieved?
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Short Term

Targets	Strategies	By whom?	By when?	What resources may be needed?	Goals achieved?
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Medium Term

All Schools: Investigate written information in alternative formats in case of need.		All	Ongoing		
St. Michaels: Building alterations to Green Room undertaken and After School Club will have the benefit of making this more accessible to disabled students and adults			Completed summer 2017 but not available to St. Michael's until late 2018.		

Targets	Strategies	By whom?	By when?	What resources may be needed?	Goals achieved?
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Long Term
