

UNITED SCHOOLS FEDERATION

St. Michael's C. of E. Nursery & Primary School St. Catherine's C. of E. VA Primary School
St. Mary's C. of E. VA Primary School Marlton C. of E. VA Primary School
Ipplepen Primary School and Stokeinteignhead 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 treated each other 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 effect on his or her ability to carry out normal day-to-day activities.

Physical or mental impairments can include SENDSory 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 2010

"Schools and education authorities have had a duty to provide reasonable adjustments for disabled pupils since 2002 (originally under the Disability Discrimination Act 1995 (the DDA) and, from October 2010, under the Equality Act 2010.

The reasonable adjustments duty for schools and education authorities now includes a duty to provide auxiliary aids and services for disabled pupils. The duty to provide auxiliary aids also applies in other contexts such as employment, service provision and further and higher education".#

- 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 SEND 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 SEND route and those provided under the planning duty is that the SEND 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 SEND 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 SEND 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
- SEND 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 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):

- **Admissions**

- **Attainment**
- **Attendance**
- Punctuality
- Effects of pastoral strategies
- Rewards
- Sanctions
- **Exclusions**
- Response to teaching styles/subject
- SEND 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))
 SEND Code of Practice (DfE)
 DfE Guidance on Inclusive Schooling
 National Curriculum 2000 Inclusion Statement (DfE)
 DfE: Access for disabled people to school buildings (BB91) (The Stationary Office)

Useful telephone numbers:

Disability Rights Commission 0330 995 0400

Helplines

- [Disabled Students Helpline](#)
- [Enable Fund](#)
- [Equality Advisory and Support Service \(EASS\)](#)
- [Personal Budgets Help Line](#)
- [Member Organisations Welfare Rights Advice Service](#)

DfE Publications 0370 000 2288

<https://www.gov.uk/government/organisations/department-for-education/about/publication-scheme>

Ofsted 0300 123 1231 (ask for Publications)

Creating an Access Plan

The following plan has been produced after reviewing existing plans (in particular refurbishments and arrangements and SEND 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

At Stokeinteignhead School there is a need to cater for children with significant vision impairments. We regularly supply written materials in alternative formats (larger print) and take advice and support offered by the visual impairment team. Children are supported through the provision of additional supportive devices and materials (technology, magnifiers, etc), as well as the support of additional adults where practicable.

At present in all other schools 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, Marlton and Ipplepen school buildings are relatively new - some purpose-built and accessible to all.

Stokeinteignhead School has made some small adjustments to the building to enable access for those children with physical needs/disabilities. This includes grab rails by external doors for a single step into and out of the classrooms, small steps in children's toilet facilities to enable safe toilet access. These adjustments have been recommended and supported by occupational therapy advice and support for individual children.

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 less accessible however ramps have been installed to all areas of school. A lift is installed but as this has proved unreliable we would move classrooms for any child with disabilities.

Stokeinteignhead School may need to consider the small step at the only gate entrance to the building if, in future, children require wheelchair access. Stokeinteignhead would also have to consider safe exit from the buildings for those who may require wheelchair use as all classrooms apart from the interior classroom (newly built in August 2019) have a single step at each fire exit. Other exits would be available for those requiring wheelchair use but the nearest exits would, at present, be inaccessible.

The two upstairs areas (for group work/library) have no access for those in wheelchairs. Alternative provision could perhaps be considered such as the use of different spaces for these activities.

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 February 2024.

Reviewed 4th February 2021, next review February 24

ACCESSIBILITY PLAN

Date of Policy - 4th February 2021

Members of staff responsible:

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This plan was originally agreed by the Premises & Curriculum Committee in 2014, reviewed by the full Governing Body 30th November 2017, and 4th February 2021.

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

St. Michael's	To make outside area as safe as possible for partially sighted child.	Premises staff	Spring 2021		
St. Michael's and Ipplepen Schools	To improve outdoor play areas	Premises staff and play equipment providers	Spring/Summer 2021	New play equipment	
St. Michael's, Orchard Room	To improve working conditions	To be confirmed	Spring/Summer 2021	New Air Conditioning Units	

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		

Long Term

Targets	Strategies	By whom?	By when?	What resources may be needed?	Goals achieved?
Stokeinteignhead School		Head of School/Premises Manager	Ongoing as and when required	Ramps instead of steps for wheelchair access.	