



**Devon Moors
Federation**

Accessibility Plan

Date of plan: January 2018
Date of next review: January 2021

Member of staff responsible: Executive Headteacher

This plan was approved by Governors on ..22/03/18

James Keenan

Ethos Statement Chittlehampton C of E Primary School:

As a voluntary Aided Church of England School within the Diocese of Exeter we will always strive to enable every child to attain the highest possible standards in their education. We plan to achieve this through our aims and core values which have been developed, following consultation with parents, governors, staff and pupils.

Values

A core value is a central belief deeply understood and shared by every member of an organisation. They include beliefs about learning, commitments about how we operate, how we work together and about outcomes for the child

The aims of Chittlehampton Church of England Primary School are to:

- Establish a Christian ethos of care and respect for everyone both in school and in the wider community
- Nurture and value each individual's achievements, ensuring that everyone assumes responsibility for their own actions and is prepared to make a worthwhile contribution in life
- Create a 'can do' culture where risk taking is encouraged and where there is no fear of failure
- Inspire lifelong independent learning
- Aspire to the highest possible standards of teaching and learning within a broad and creative curriculum
- Provide a safe, stimulating, healthy and happy environment in which to learn
- Promote high expectations of the individual in all aspects of the curriculum and life of the school
- Fully develop effective and meaningful links with the home, the Church and the wider community

Copplestone, Filleigh and Spreyton Community Primary Schools: Our School Aims, Ethos and Values

To provide a secure learning environment which places the child at its heart, by recognising that every child is an individual and therefore not only has different needs but is also able to make a unique contribution to the school.

To ensure that all our children, regardless of gender or cultural background, have equal access to a broad and balanced curriculum.

To enable our children to become confident and effective communicators.

To instil a life-long love of learning.

To ensure all children have an appreciation of and understand their responsibility to both their local community and to the global community.

To foster an environment, which respects the views and values of others, appreciating that they differ from their own.

To develop in each child a positive self-image, which enhances his or her self-respect, independence and confidence.

To develop an awareness of themselves and the needs of others.

To develop and encourage a spirit of co-operation between the children of the school.

To foster and maintain good relationships and communications between all members of the school and local community.

We believe that one key to a successful school is the care we show for each other.

As a school we set high standards for the behaviour we expect from all our children. We are delighted to say that the children meet these standards and this leads us to being a very happy, caring school.

If a problem does arise we deal with it sympathetically and fairly and when necessary firmly. We always get the children involved in the problem to help us find solutions. We also keep parents closely informed about any problems and always ask for their help. The school has a Code of Conduct and a set of playground rules which the pupils helped write.

We like to celebrate the children's successes and achievements both in and out of school. This is done in a variety of ways from receiving certificates to visiting other classes to sharing work at circle time. We also have an achievement cup, which is given every Friday for a variety of reasons. (Caring behaviour, good work, kindness etc.) The Play-leaders also award weekly certificates for lunchtime behaviour, manners and helpfulness.

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 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.

As a Federation We recognise:

- This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010 and the SEND Code of Practice 2015. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.
- The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.
- Our duty under the Equality Act 2010 (in particular relating to accessibility)

“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 ¹”

- Schools and LEAs must:
 - not treat disabled pupils less favourably; and
 - take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the ‘reasonable adjustment’ duty)
- that Local Education Authority and school governors have the duty to publish Accessibility Strategies and Plans

¹ 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.

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

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 coordination 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 or 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 Education and Healthcare Plan (formally 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' curriculum.

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, audiotape 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

Devon Moors 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:
 - 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 Governor responsible for Buildings and Health & Safety and the Headteacher.

Monitoring

Devon Moors 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
- Number of pupils participating in summer schools including those for the very able and gifted
- Selection & recruitment of staff**
- Governing body representation**
- Parents attending consultation meetings
- Parents' involvement in the life of the school (representation on PTA, attendance at parents' evenings, in the classroom, school productions, sports day, fetes etc)

Publications for Guidance

Accessible Schools: Planning to increase access to schools for disabled pupils	Issued to all schools in June 2002 (DfE Publications)
Schools Disability Code of Practice	Disability Rights Commission (DRC)
SEND Code of Practice 2015	DfE
DfE Guidance on Inclusive Schooling	DfE
National Curriculum 2000 Inclusion Statement	DfE
DfE: 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 60 222 60
Ofsted Publications	020 7510 0180
QCA	021 8867 3333

CHITTLEHAMPTON C of E PRIMARY SCHOOL Accessibility Action Plan 2018 - 2021

	Target	Strategies	Outcome	Time frame	Goals achieved
Short Term	Availability of written material in alternative formats	The school will make itself aware of the services available through its LA for converting written information into alternative formats	If needed the school can provide written information in alternative formats	ongoing	Delivery of information to disabled pupils improved
	Special Educational Needs of children are met through Individual Education Plans	Review of SEND policy and approach	All staff and children are aware of needs of & approaches to all children	ongoing	All children have differentiated and relevant curriculum
	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments	Seek advice from LEA sensory support services on appropriate colour schemes where necessary	Classrooms are made more accessible to visually impaired children	ongoing	Physical accessibility of school increased
Medium Term	Planning reflects needs of all pupils	From medium term planning refine short term plans to cater for all needs	Children have full access to all areas of the curriculum	ongoing	Better access to National Curriculum areas
	ICT needs of pupils are met	Purchase new laptop or alpha smart for less physically able	All children can write using whatever methods are suitable	ongoing	Better accessibility and curriculum for all pupils
	Improve access to playground area	Obtain grants to enable improvements to be done. Allocate 10% share from budget	Consider ramped access when playground is resurfaced	ongoing	Better accessibility to playground
Long Term	Improve access to playing fields	Seek alternative areas for playing fields closer to the school as DCC and Diocese of Exeter would not permit purchase of cricket club land	On-site playing field, so we do not need to walk through the village for PE lessons and to create an environmental outside work area	On going	All children can access playing field facilities. Improve environmental studies at the school and provide outdoor classroom area.
	Stair lift use	Stair lift has been decommissioned with permission from Diocese of Exeter and DCC Health & Safety Team.	Expensive quarterly maintenance charges no longer required.	If required	Ensure accessibility is available but not waste funds on maintenance on unnecessary equipment. Have ability to re-enable the stair lift within 24 hours.

COPPLESTONE COMMUNITY PRIMARY SCHOOL Accessibility Action Plan 2018 - 2021

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	Special Educational Needs of children are met through Individual Education Plans	Review of SEND policy and approach	All staff and children are aware of needs of & approaches to all children	ongoing	All children have differentiated and relevant curriculum
	Ensure that hall steps are safe for visually impaired students and visitors	Use special high visibility paint (yellow) to the edge of the steps to ensure each step has a clear definition	Hall will be safely accessible to all users with visual impairment	Works to be completed during Easter Break 2017	All visitors to the school will not have restricted access to the hall
	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments	Seek advice from LEA sensory support services on appropriate colour schemes where necessary	Classrooms are made more accessible to visually impaired children	ongoing	Physical accessibility of school increased
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Long Term	Improve access to the school for wheelchairs	When any improvement works are undertaken at the school access for wheelchairs must be considered. At the present time the school is not wheelchair accessible due to the old nature of the building.	When work is to be carried out access will be improved.	As required	Better accessibility to all who require wheelchair access.

FILLEIGH COMMUNITY PRIMARY SCHOOL Accessibility Action Plan 2018 - 2021

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SPREYTON COMMUNITY PRIMARY SCHOOL Accessibility Action Plan 2018 - 2021

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	Special Educational Needs of children are met through Individual Education Plans	Review of SEND policy and approach	All staff and children are aware of needs of & approaches to all children	ongoing	All children have differentiated and relevant curriculum
	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments	Seek advice from LEA sensory support services on appropriate colour schemes where necessary	Classrooms are made more accessible to visually impaired children	ongoing	Physical accessibility of school increased
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