

Access Plan for St Mary Federation Autumn 2017 to 2020

Accountability

Senior Management Team

Introduction

The Equality Act 2010 has simplified and strengthened discrimination law. Under the new legislation, the Governing Body continues to have responsibility for accessibility planning for disabled pupils. Our previous plans were incorporated into a Disability Equality Scheme and this plan will build on those foundations. This access plan includes data and consultation from this scheme where it continues to be relevant.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The Governing Body also recognises its responsibilities towards disabled staff and will:

- monitor recruitment procedures to ensure that people with disability are given equal opportunities.
- ensure that staff with disabilities are supported with special provision to ensure that they may carry out their work effectively without barriers
- where necessary, undertake reasonable adjustment to enable staff to fully access the workplace

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan will be reviewed in consultation with the

- school council
- parents of students

- staff
- governors
- external partners

Within the terms of the Act, the term 'disability' is defined thus:

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

Physical and mental impairments include sensory loss, mental illness, mental health, learning difficulties, dyslexia and physical conditions such as diabetes, arthritis and epilepsy. Behaviour difficulties are only included if they relate to underlying physical or mental impairment or result from a mental illness which is well recognised, e.g. Tourette's Syndrome, ADHD, ADD, ASD etc. This therefore includes a number of pupils who are, or may be on our SEN register.

Within the terms of this document, "curriculum" is both teaching and learning within school time and participation in after school clubs, leisure, cultural and sporting activities and school visits.

Vision and values

Our School fully supports the vision of Norfolk Children's Services, namely:

We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Our school endorses the Norfolk Inclusion definition that says:

Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

Our own vision states that we:

- Provide an inclusive environment which educates, develops and prepares all our pupils for life in multi-cultural Britain
- Recognise all children as individuals with their own rights and responsibilities.

Our Federation Vision

'Aspire and Grow'

The St Mary Federation values every child as an individual.

Together, as a school community:

We will develop an ethos that is deeply rooted in the Christian faith and that reflects our shared British values.

We will encourage our children to grow into well-rounded citizens who live out these values in their lives on a daily basis and who aspire to make a positive contribution to the wider community.

We are committed to developing three thriving schools that will engage and inspire the hearts and minds of children, parents, staff and all local stakeholders in our villages.

We will, in each school, provide a safe, challenging and relevant learning environment that inspires children to achieve their full potential as enthusiastic, inquisitive, confident and resilient human beings.

We want our children to succeed in life by helping them learn to be independent and by encouraging them to do their best to achieve their full potential.

We want our children to 'Aspire and Grow'.

Information about our Federation

Brancaster C of E VAP School is a small rural primary school of 31 pupils from Reception to Year 6.

Docking C of E Primary School and Nursery school is the largest of all three schools, with 97 pupils from Nursery to Y6

Sedgeford Primary School is a small rural school of 35 pupils from Reception to Y6.

Our Community Cohesion policy embraces the seven guiding principles which ensure we fulfill our legal obligations:

Principle 1: All learners are of equal value

We see all learners and potential learners as of equal value:

- Whether or not they are living with a disability.
- Whatever their age, gender, culture, religion/belief, race or national status

Principle 2: We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- race, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of all are recognised.

Principle 3: We foster positive attitudes and relationships, and a shared sense of cohesion and belonging

We intend that our policies, procedures and activities should promote:

- Positive attitudes towards disability and people living with a disability.
- Positive interaction, good relations and dialogue between groups and communities different from each other in terms of age, race, culture, religion and belief, and an absence of prejudice-related bullying and incidents.
- Mutual respect and good relations between all genders, and an absence of sexual harassment.

Principle 4: Staff recruitment, retention and development

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- Irrespective of ability or disability.
- Whatever their age, race, culture, religion or belief, national origin or national status
- Whichever their gender.

Principle 5: We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimizing possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between all differing groups.

Principle 6: We consult widely

People affected by a policy or activity should be consulted and involved in the design of new policies, and in the review of existing ones. We involve all groups and stakeholders as appropriate.

Principle 7: Society as a whole should benefit

We intend that our policies and activities should benefit society as a whole, both locally and nationally, by fostering greater social cohesion, and greater participation in public life of all groups and individuals.

Planning Duty 1

Increasing the extent to which disabled pupils can participate in the school curriculum

We will continue to:

1. Audit pupils and provision in the autumn term to assess the differentiated materials/ resources available to each child and evaluate the appropriateness

2. Provide training for all staff:

- to ensure all pupils within each lesson are able to access the lesson content, through differentiated resources, tasks etc.
- Where necessary INSET will be provided to teachers of pupils with hearing/sight difficulties on the use of the equipment that can be used in lessons.
- The SENDCO to liaise with specialists and, where appropriate, invite them in to meet with teachers of specific pupils

3. Differentiate resources:

- Staff should be given time, and training if necessary, to produce a resource bank of a variety of worksheets, tasks, flash cards, resources and strategies for differentiation appropriate to each curriculum area
- Use of interactive whiteboards to enlarge text to make it easy for all pupils to read
- Use of coloured overlays to support children with dyslexia

4. Ensure that we are as inclusive as possible when organising activities, including facilitating access for disabled pupils to school clubs, school visits and extra curricular activities as appropriate

- Risk assessment and planning of trip to include accessibility references
- Analyse extra curricular activities to ensure inclusion of learning support pupils and pupils with disabilities. It may be necessary to consider whether an extra adult may be needed.
- Draw up a list of venues with disability accessibility and/or a willingness to make reasonable adjustments for disabled pupils.
- Enquire as to access when planning visits/activities/visitors

5. Ensure that all pupils feel supported and included within the schools

- where necessary provide emotional support
- use of trusted adults
- SENDCO to draw up appropriate plans
- Educating all about inclusion

Planning Duty 2

Improving the physical environment of the schools to increase the extent to which disabled pupils can take advantage of education and associated services:

All three sites were built pre 1900 and, as such, present a number of difficulties for physical access. Enhanced physical access is facilitated by ramps, widened doorways where possible, the provision of disabled toilets, table raisers, lowered whiteboards etc. However there are some areas of the sites that are a less than optimum location for students, staff and visitors requiring full accessibility assistance.

Nevertheless we will continue to improve accessibility where possible.

We have improved:

1. Entry/Exit to/from Schools

- A designated disabled parking space has been provided at Brancaster and Docking. At Sedgeford a parking space is available near the entrance to class 1
- Ramps have been installed at key entrance points
- Handrails have been installed by steps where appropriate.
- Fire procedures take disabled pupils and visitors into account

2. Lighting

This has been improved, however special lighting for those with eyesight impediments has not been provided. Advice will be taken to find most suitable lighting for individual specific needs as required.

3. Steps

Internal steps are clearly indicated with warning tape

4. Decoration

As we redecorate, we are careful to choose paint in recommended colours for visually impaired children

5. Toilets

There are disabled toilets in each school

6. Equipment

Specialist equipment has been provided eg standing frames, hoists, changing beds, microphones, table raisers etc

6. Storage

Has been provided for specialist equipment

7. Internal areas

Pupils with disabilities have been taken into account when planning classroom layout, assemblies etc

We will continue to carry out an annual access audit to improve the physical environment of the school.

Planning Duty 3

Improving the delivery of information to disabled pupils (and parents)

We will continue to

1. Provide written materials in alternative formats as requested
2. Ensure that adults are aware that if they require a large print copy of any document, the school will provide one within a reasonable amount of time
3. Ensure materials are suitable for children with dyslexia and visual impairment

Involving disabled people

This Access Plan is informed by the views and aspirations of the disabled pupils and their families, the priorities of the local authority and the views and aspirations of other disabled people or voluntary organisations.

Views have been gathered through:

- **Annual reviews of statements.**

- Informal chats with parents on a regular basis.
- Parents evenings.
- Community events e.g. coffee mornings.
- Discussion with pupils.
- questionnaires

Our Plan for Development for 2017 to 2020

target	Success criteria	lead	Resources/costs	timescale	review
External steps to be made safer	<ul style="list-style-type: none"> • Clear demarcation of steps eg white lines, chevrons 	<ul style="list-style-type: none"> • HT 	<ul style="list-style-type: none"> • Still awaiting final quote 	<ul style="list-style-type: none"> • As part of external project. To be completed by Dec 2017 	Premises committee
ICT appropriate for all pupils	<ul style="list-style-type: none"> • accessibility reviewed • software reviewed • appropriate hardware for individuals • staff to be trained in use of technology 	<ul style="list-style-type: none"> • SENDCO 	<ul style="list-style-type: none"> • no cost • time for SENDCO • ATT to provide suitable equipment/ training 	<ul style="list-style-type: none"> • At next annual review for each child • As new children arrive 	<ul style="list-style-type: none"> • Named ICT Governor • SEND Governor
Formalize feedback from individuals	<ul style="list-style-type: none"> • Children's voice heard clearly as part of review • Agreed format 	<ul style="list-style-type: none"> • SENDCO • HT • SEND Governor 	<ul style="list-style-type: none"> • No cost • Wishes and feelings format 	<ul style="list-style-type: none"> • At next reviews • Wishes/ feelings 	<ul style="list-style-type: none"> • SEND Governor • SCV committee

	<p>for wishes/ feelings shared with all</p> <ul style="list-style-type: none"> • Questions included in questionnaires • Governors conducting learning walks with pupils 		<ul style="list-style-type: none"> • Time to adapt questionnaires • Time to analyse questionnaires • Learning walks identified in SIDP calendar 	<p>agreed by December 2017</p> <ul style="list-style-type: none"> • Learning walk termly 	
<p>Audit completed of participation in extra-curricular activities</p>	<ul style="list-style-type: none"> • Audit completed • Barriers identified • Actions put in place • Residentials checked/audited for disabled access 	<ul style="list-style-type: none"> • Deputy heads • JE 	<ul style="list-style-type: none"> • Time required for audits • Costs for actions will be identified at this point • We may need to employ support staff 	<ul style="list-style-type: none"> • Audit completed by Dec 2017 • Dates for actions will be set at this point • Residentials to be audited at the planning stage. 	<ul style="list-style-type: none"> • SEND Governor • PE Governor • SVC committee
<p>Policies consider the implication of disability access</p>	<ul style="list-style-type: none"> • impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, 	<ul style="list-style-type: none"> • HT • Governors • School council • Josie from LELE 	<ul style="list-style-type: none"> • Time required for policy review and for consultations • Time for meetings with 	<ul style="list-style-type: none"> • Policies to be reviewed according to rolling programme 	<ul style="list-style-type: none"> • Governors

	<p>Homework, Health Provision etc analysed in relation to pupils with disabilities.</p> <ul style="list-style-type: none"> • School Council involved all reviews. • pupils and staff consulted on any proposed changes. • new policies introduced 	project	Josie		
Inclusive schools with positive attitudes to disability	<ul style="list-style-type: none"> • Celebrating difference project taken place and impact measured • PSHE curriculum reviewed • Assemblies reviewed • Role models invited into school • Representative books available 	<ul style="list-style-type: none"> • HT • Josie (LELE project) • Curriculum leads 	<ul style="list-style-type: none"> • No cost for project • Time for reviews to take place • Books to be sourced - the plan is to "bounce for books" so no cost from school budget 	<ul style="list-style-type: none"> • LELE project to be completed by July 2018 	<ul style="list-style-type: none"> • Named equality Governor • SVC committee