

**SOUTH HAMS FEDERATION**  
**(Loddiswell, Malborough with South Huish, Modbury and Stokenham Area**  
**Primary Schools)**  
**Accessibility Plan**

Approved: 21.05.18

Review: March 2021

### **Introduction**

The schools in the South Hams Federation (Loddiswell, Malborough with South Huish, Modbury and Stokenham Area Primary Schools) strive to ensure that the culture and ethos of the 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. All pupils should be provided with the opportunity to experience, understand and value diversity.

### **Aims**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our Federation aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our Federation is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Federation supports any available partnerships to develop and implement the plan.

Our Federation's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the Federation.

### **Legislation and Guidance**

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-

disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This plan sets out the proposals of the Governing Body of The South Hams Federation (Loddiswell, Malborough with South Huish, Modbury and Stokenham Area Primary Schools) to increase access to education for disabled pupils in the three areas required by the Equality Act 2010:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the schools 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.

It is a requirement that the Federation's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the Federation will address the priorities identified in the plan.

### **The Purpose and Direction of the Federation's Plan: Vision and Values**

The Federation:

- is determined that all disabled pupils will be able to access the buildings and the curriculum and that barriers to their ability to do this will be removed
- believes in and adheres to the key requirements set out in the National Curriculum Inclusion Statement
- will continuously focus on removing barriers to learning in every area of the life of the school;
- is committed to equal opportunities not only for those pupils with disabilities but also in its policy for equality of gender and sex (see policies for Equality)

The four schools of the South Hams Federation (Loddiswell, Malborough with South Huish, Modbury and Stokenham Area Primary Schools) are committed to all their children:

- Enjoying and being enthusiastic about learning
  - Achieving the highest standards possible
  - Developing confidence and self-discipline
  - Respecting and valuing others
- These vision and value statements underpin our work and therefore we aim to involve all staff, governors and pupils in the development of the plan.
  - We involve governors, who tour the schools regularly and help to build the action plan for improvement both for the curriculum and for the building and information aspects.
  - We involve teachers through health and safety audits, assessment and through staff meetings focused on removing barriers, physically, emotionally and academically.

### **The Disability Access Plan**

This plan aims to improve access to all aspects of education at our four schools and is organised in a way that helps to remove any existing barriers to pupil learning. It also aims to look positively at ways in which existing difficulties can be overcome.

It underlines the responsibility of every member of staff to remove barriers to learning for disabled pupils.

In this way the Federation is showing its commitment both to the school members and to the wider community based on the promotion of self-respect and respect for others.

This plan has three inter-linked elements:

1) Improvements in access to the curriculum by:

- providing for all pupils a curriculum which is appropriate to their needs.

- ensuring that the curriculum is delivered in such a way that all pupils, regardless of any impairment, may benefit fully from it.
- 2) Physical improvements to increase access to education and associated services by providing:
- appropriate educational equipment and physical aids to ensure that the school buildings and grounds are fully accessible to pupils with mobility, sensory and other impairments.
  - appropriate educational equipment and physical aids to ensure that educational programmes in the schools can be fully accessed by all pupils.
- 3) Improvements in the provision of information in a range of formats for disabled pupils by:
- providing for pupils and their parents/carers, information about the schools and its curriculum in a format that takes account of any disabilities.

### **Information from Pupil Data and School Audit**

Key starting points for the Federation's plan are assessments of:

- the nature of the school population for whom the school is planning;
- information from the feeder schools
- the nature of the school, including a consideration of the impact of the school's existing plans and priorities.

Regular audits are carried out to examine the impact on disabled pupils of the way the school is organized and appropriate steps are taken as required

### **Federation Policies**

This accessibility plan is linked to the following policies:

- Health and Safety Policy
- Equality Policy
- SEND Policy
- Supporting pupils with medical conditions policy
- School Improvement Plan
- School's Asset Management Plans

### **The Physical Environment of the Schools**

Health and safety checks are carried out termly, all staff have a responsibility to report issues arising and these are dealt with as soon as possible.

### **Our Curriculum Policy**

Includes an inclusion statement which states that we will support, adjust or amend the curriculum so that it can be accessed by all pupils.

This accessibility plan takes note of outcomes for disabled pupils, including:

- a detailed analysis of assessment data. We have outcome details for all groups of pupils, including disabled, SEN, EAL, School Action and Action Plus, below age related, at age related and above age related achieving pupils, males and females, and are able to produce this information for any disabled child.
- detailed information showing how well disabled pupils are accessing the curriculum, for example: lesson observations in different curriculum areas is a regular part of our monitoring system.
- achievements in extra-curricular activities; all opportunities open to all children.

## **Strategies**

Our strategies to do this include:

- having high expectations of all pupils
- finding ways in which all pupils can take part in the full curriculum including sport, music, drama
- planning out of school activities so that pupils with disabilities can participate
- setting an admission policy and criteria which does not discriminate against 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 through a programme of training providing written information for pupils with disabilities in a form which is user friendly using language which does not offend in all its literature and make staff and pupils aware of the importance of language.

## Increasing Accessibility

**Strand A: Increasing the extent to which all pupils including disabled pupils can participate in the school curriculum.**

	<b>Objectives</b>	<b>Actions to be taken</b>	<b>Timeframe</b>	<b>Success Criteria</b>
<b>S H O R T  T E R M</b>	To ensure that all staff are fully aware of the obligation to provide an inclusive curriculum.	Ongoing whole school INSET on the inclusive curriculum e.g. SEAL, Speech & Lang,	On going	Staff awareness improved.
	To ensure that all staff are aware of the resources and strategies in school to provide an inclusive curriculum.		On going	Resources in place and being used.
	To regularly update Provision Maps	Audit of 'Provision Mapping' across whole school.	Termly	Staff aware of provision
	Staff training	Working with outside agencies.	As required	Increased knowledge
<b>M E D I U M  T E R M</b>	To maintain awareness of disabilities amongst school staff.	Update training to meet needs of current admission.	On going	Staff awareness improved.
	Review curriculum and planning in light of Equality Duty.	Key Stage meetings to review medium planning. Monitored by Executive Head.	Termly	Improved suitability of provision.
<b>L O N G  T E R M</b>	To provide teaching resources which will remove barriers to learning and enhance participation for pupils with disabilities.	Provide ICT equipment, reading books and other appropriate resources.	On going	Increased awareness of diversity and disability.
	To ensure positive images portraying disability	Assemblies PSHE/SEAL curriculum Library		Children with disabilities enjoying school.
	Books portraying disability in a positive light			Books in libraries.
	To take part in appropriate national events to raise awareness of disability.	Assemblies PSHE/SEAL curriculum	On-going	Increased awareness of diversity and disability.

## Strand B: Improving the Physical Environment of Schools within the Federation

	Objectives	Actions to be taken	Timeframe	Success Criteria
<b>S H O R T  T E R M</b>	<p>Identify and respond to the individual needs of pupils to ensure access to site and curriculum.</p> <p>Identify areas for improvement of access to the site and classrooms.</p>	<p>Liaison with outside agencies.</p> <p>Site audit.</p>	<p>On going</p> <p>When required</p>	<p>Physical environment adapted.</p> <p>Adaptations in place when needed.</p>
<b>M E D I U M  T E R M</b>	To provide physical aids to enable all children to access education.	To provide ICT equipment, sloping boards, specialist pens/pencils, pencil grips, sensory equipment.	On going	Physical tools in place and being used as the norm.
<b>L O N G  T E R M</b>	To improve access to and suitability of designated areas over successive financial years.	Install blinds, signs, ramps, rails etc.	When required	Physical environment improved

## Strand C: Improving the Delivery of Information to Disabled Pupils

	Objectives	Actions to be taken	Timeframe	Success Criteria
<b>S H O R T  T E R M</b>	To consult parents, children and other agencies about the school priorities for increasing access to information for pupils with disabilities	Identifying current pupils and parents and their needs in order to set future targets	On going	Awareness improved Learning environment enhanced. Identification of children's needs improved
<b>M E D I U M  T E R M</b>	To make written material available in alternative formats that are accessible.  To have some information available in a range of languages.	To be aware of and use the services available through Local Authority, NHS.	On going	Delivery of information to all children and parents improved.
<b>L O N G  T E R M</b>	To improve the accessibility of school policies, leaflets and letters.	To review appropriate documents	On going	Delivery of information and communication to parents and families improved.

### Monitoring Arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.