



Accessibility Plan

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Reviewed: Summer 2024

To be reviewed: Summer 2027

**This policy was reviewed and adopted by Shebbear Community School
Governing Body on 20th May 2024**

Signed: Andrew Goode, Chair of Governors

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Shebbear Community Primary School strives to ensure that the culture and ethos of the school 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 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.

We recognise:

- our duty under the Equality Act 2010 and the 2018 Public Sector Bodies (Website and Mobile Applications) (No. 2) Accessibility Regulations 2018 act (section 7)
- Schools and LAs must ensure that:
 - a disabled person can benefit from what you offer to the same extent that a person without that disability can
 - Schools must implement accessibility plans which are aimed at:
 - a. increasing the extent to which disabled pupils can participate in the curriculum;
 - b. improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
 - c. improving the availability of accessible information to disabled pupils.
 - Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them.

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.*

Shebbear Community Primary School is a small, rural, three and a half class school in North Devon. There are currently 70 pupils on roll.

The school has had disabled pupils on roll, with both physical and educational disabilities, and so the current facilities are good: every classroom is accessible as is the school hall, playground, library etc. Access into the school building is good with ramps leading to the main entrance foyer and also the side entrance that the pupils use throughout the day. There is also a designated disabled toilet, completed with shower and changing bench available.

The only area that is inaccessible to wheelchairs is upstairs which comprises the Head Teacher’s office, staff room and an intervention room.

The school will make reference to accessibility when planning to include:

- Ramps to complement any stepping
- Limited kerbs
- Adapted exterior surfaces
- Easily accessible lobby
- Clearly labelled escape route signage
- Safe use of internal and external doors
- Toilets and washing facilities
- Lighting
- Ventilation
- Ramps
- Handrails
- Widened doors
- Electromagnetic security doors

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

At Shebbear Community School, we aim to help improve access to a full, broad and balanced curriculum. We will make plans covering 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.

We will plan to improve access to the curriculum for all disabled pupils, although many adjustments will be dependent on individual needs and may be provided through the provision map, healthcare plan or IEP process.

At Shebbear Community School, the staffing structure will be maintained so that sufficient staff, both teaching and support, are available to meet the needs of all pupils. In addition, children with an EHCP may have TA and MTA hours directed solely to meet their needs. In cases where timetables are complicated and/or a member of staff is appointed this time and already works at the school, allocated hours may be split between more than one person. The needs of the child will always be the deciding priority.

In preparation for transition from class to class in September, the SENCo and Headteacher will meet in a timely manner to identify which member of staff is best qualified to support any disabled pupil. Training needs will be identified and booked as soon as is practicable.

When appropriate, the parents of children with disabilities will be notified which members of staff will be working with their child.

Training and information for teachers/support staff will form part of the SENCo's role who will update staff on strategies for supporting children with specific learning difficulties/disabilities, so as to keep staff skills current. This may be prioritised by the needs of children currently on roll.

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

The SENCo and Headteacher will meet in September of each academic year to identify those disabled children or parents whom may require information such as handouts, timetables, information about school events usually provided in writing.

Information may be made available in alternative formats such as Braille, sound recording or large print. Also, orally transmitted information may be sent via text or e-mail. We aim to send this information within a reasonable timeframe and take account of the pupils'/parents' disabilities and their preferred format.

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 many of the school's other policies for example: Equality Policy and SEND policy.

Aims

Shebbear Community Primary School 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
- 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
- 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
- Questionnaires to parents/carers to assess views on accessibility issues

Actions to ensure equality for pupils with disabilities

1. We shall undertake a disability audit using the Special Educational Needs register
2. As a result of the audit, we shall:
 - write an action plan which includes targets
 - make the policy and targets freely available to all
 - monitor the success of the plan
 - the Plan will be reviewed every three years by the Resources Committee
3. The Governing Body will report on how targets have been met to parents via the school website through Governor minutes (and what impact they have had on the achievements of pupils with disabilities).

Monitoring

Shebbear Community Primary School 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)

Within the whole school monitoring and in line with the SENCo's Action Plan, we will monitor:

- Attainment**
- Attendance**
- Punctuality
- Effects of pastoral strategies
- Rewards
- Sanctions
- Exclusions**
- Response to teaching styles/subject/support and intervention
- SEN Register
- Setting/groups
- Extra-curricular activities
- Homelearning
- Health and Safety issues**
- Selection & safer recruitment of staff**
- Governing body representation**
- Parents attending consultation meetings
- Parents' involvement in the life of the school (representation on SSSG, in the classroom and extra curricular activities, school productions, sports day, fetes etc)

Views of the school community are gathered via both an electronic parental survey and through the IEP meeting process.

Priority Target	Success Criteria	Timescale	Cost/Budget	Responsibility
Increasing the extent to which pupils can participate in the school curriculum	Staff aware of pupils' individual needs	Ongoing	N/A	All staff
	Ensure relevant pupils can access curriculum by employing and using trained staff.	Ongoing		All staff
	Effective use of equipment to promote learning where appropriate e.g. Physical enhancement	As needed		All staff
	Curriculum Planning makes provision for all pupils	Ongoing		All staff
	Lessons address a variety of learning styles and teaching strategies and are differentiated appropriately.	Ongoing		All staff
	Monitoring of pupils to ensure significant progress is made	Ongoing		All staff
	School visits are accessible to all pupils regardless of attainment or impairment.	As needed		

Priority Target	Success Criteria	Timescale	Cost/Budget	Responsibility
<p>Improving the delivery of information in writing in an appropriate format.</p>	<p>Provide suitably enlarged, clear print for pupils with disabilities. Following advice from relevant support services extend and adapt this provision as required.</p> <p>Ensure information is in clear print in newsletters etc. for parents, visitors and staff.</p> <p>The school staff will support and help parents to access information and offer to complete forms for them.</p>	<p>As required</p> <p>Ongoing – Summer Term 2024 parental questionnaire results said all but one found school written information easy to read. The one response who said it was not, did not give any further details.</p> <p>As required</p>		<p>All staff</p> <p>All staff</p> <p>All staff</p>
<p>Provide positive role models of disabilities</p>	<p>Organise a disability awareness week and invite speakers in to school to share their experiences</p> <p>Provide positive images of children with disabilities in school books</p>	<p>Awareness week will be repeated as part of the school's rolling curriculum (Next week due Autumn 2024)</p> <p>Will be audited Summer Term 2024 (Next audit due Summer Term 2027). New books to be added each year based on Book Trust recommendations.</p>	<p>Dependent on results of book audit</p>	<p>SENCO</p>

<p>Continue to ensure the site is as accessible as possible to all users</p>	<p>The wider school community is able to access the site as much as possible</p>	<p>Parents to be sent an electronic questionnaire every three years (last done April 2024) to check that the site is accessible to them.</p>	<p>Dependent on results of the parental questionnaire and conversations in IEP process</p>	<p>SENCO Site manager</p>
<p>Continue to make sure the IEP process of 'plan, do, review' is effective with regards to working with parents</p>	<p>Parents feel fully involved in the IEP process</p>	<p>Parents of children with SEN to be asked views on accessibility and SEN as part of the thrice yearly IEP process</p>	<p>Dependent on results of the parental questionnaire and conversations in IEP process</p>	<p>SENCO and all staff who send out written communication to parents</p>