

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

Approved: 21.03.16

Review: March 2019

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.

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' every day lives.

We recognise:

Our duty under the Disability Discrimination Act 1995 (DDA) as amended by the SENDA (2001) “from September 2002, it will be unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated service.”

Schools and Local Authorities must:

- not treat disabled pupils less favourably for a reason related to their disability;
- take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- plan to increase access to education for disabled pupils.

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 planning duties in the DDA:

- 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.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school 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 and Race 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 school 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 school and its curriculum in a format that takes account of any disabilities.

1B: Information from pupil data and school audit

Key starting points for the school'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

Equality for disabled pupils is included as an explicit aim in all policies of the South Hams Federation (Loddiswell, Malborough with South Huish, Modbury and Stokenham Area Primary Schools) and is supported by the Federation's other policies including:

- Equality Policy
- Admissions Criteria
- School Improvement Plan
- School Asset Management Plan
- SEND Policy

The physical environment of the school

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.

Aims

The schools in the South Hams Federation (Loddiswell, Malborough with South Huish, Modbury and Stokenham Area Primary Schools) aim to include all pupils, including those with disabilities, in the full life of the school.

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.

	Targets	Strategies	Timeframe	Outcomes
S H O R T T E R M	<ul style="list-style-type: none"> To ensure that all staff are fully aware of the obligation to provide an inclusive curriculum. To ensure that all staff are aware of the resources and strategies in school to provide an inclusive curriculum. To regularly update Provision Maps Staff training 	Ongoing whole school INSET on the inclusive curriculum e.g. SEAL, Speech & Lang,	On going	Staff awareness improved.
			On going	Resources in place and being used.
		Audit of 'Provision Mapping' across whole school.	Termly	Staff aware of provision
		Working with outside agencies.	As required	Increased knowledge
M E D I U M T E R M	<ul style="list-style-type: none"> To maintain awareness of disabilities amongst school staff. Review curriculum and planning in light of Equality Duty. 	Update training to meet needs of current admission.	On going	Staff awareness improved.
		Key Stage meetings to review medium planning. Monitored by Executive Head.	Termly	Improved suitability of provision.
L O N G T E R M	<ul style="list-style-type: none"> To provide teaching resources which will remove barriers to learning and enhance participation for pupils with disabilities. To ensure positive images portraying disability Books portraying disability in a positive light To take part in appropriate national events to raise awareness of disability. 	Provide ICT equipment, reading books and other appropriate resources.	On going	Increased awareness of diversity and disability.
		Assemblies PSHE/SEAL curriculum Library	On-going	Children with disabilities enjoying school. Books in libraries. Increased awareness of diversity and disability.
		Assemblies PSHE/SEAL curriculum		

Strand B: Improving the Physical Environment of schools

	Targets	Strategies	Timescale	Outcomes
S H O R T T E R M	<ul style="list-style-type: none"> Identify and respond to the individual needs of pupils to ensure access to site and curriculum. Identify areas for improvement of access to the site and classrooms. 	Liaison with outside agencies.	On going	Physical environment adapted.
		Site audit.	When required	Adaptations in place when needed.

M E D I U M T E R M	<ul style="list-style-type: none"> 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.
L O N G T E R M	<ul style="list-style-type: none"> 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

	Targets	Strategies	Timescale	Outcomes
S H O R T T E R M	<ul style="list-style-type: none"> 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
M E D I U M T E R M	<ul style="list-style-type: none"> 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.
L O N G T E R M	<ul style="list-style-type: none"> 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.