



South Molton United
Church of England
Primary School

Accessibility Plan

Reviewed by Resources Committee 24th March 2021
Next Review Resources Committee Spring 2022

South Molton United 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.

School Vision

At South Molton United Church of England Primary School, children have a sense of belonging in a supportive, happy environment, where their range of talents will be nurtured, enabling them to flourish and achieve excellence.

Every child is valued as a unique person and can develop their sense of discovery, expectation and wonder.

We embrace Christian values, which enable us to be compassionate and responsible members of our community and make positive contributions to society.

Value

A core value is a central belief 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 our school are to:

- Establish a Christian ethos of care and respect for everyone both in school and in the wider community
- To ensure that all our children, regardless of gender or cultural background, have equal access to a broad and balanced curriculum.
- 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.
- Provide a safe, stimulating, healthy and happy environment in which to learn.

- To enable our children to become confident and effective communicators.
- 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.
- 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.

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 affect 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 School we recognise:

our duty under the Equality Act 2010, which incorporates earlier requirements under the Disability Discrimination Act ('95) 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 services”

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

Key Objective

To reduce and eliminate barriers to access the school curriculum for children with disabilities and help them to participation in all aspects of the school community.

Scope of the Plan

This plan covers all three main strands of the planning duty:

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 SEN 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 SEN route and those provided under the planning duty is that the SEN 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 statement of SEN but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

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 SEN 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.

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
- Equality and Cohesion Policy
- Behaviour Policy
- Admissions policy/criteria
- School improvement plan
- School Asset Management Plan
- Outdoor Educational Visits Policy
- SEND policy
- Exclusions
- Health and Safety Policy and risk assessments

Aims

South Molton United C of E 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
- 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 full disability audit on a biennial basis or when necessary due to a pupil joining the school or an existing pupil presenting with a new disability. This will be done in the summer term of 2021, 2023 and so on.
2. As a result of the audit, we shall:
 - write a more comprehensive action plan which includes detailed targets
 - make the policy and targets known to all teaching and support staff, pupils and parents
 - monitor the success of the plan
 - the Plan will be reviewed annually by the Governor responsible for Premises, Health & Safety and the Headteacher/School Business Manager.

Monitoring

Our 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)

We will monitor (select) :

- Admissions**
- Attainment**
- Attendance**
- Punctuality
- Effects of pastoral strategies
- Rewards
- Sanctions
- Exclusions**
- Response to teaching styles/subject
- SEN Register
- Setting/groups
- Effects of the Literacy & Numeracy Strategies
- Extra-curricular activities
- Homework
- Selection & recruitment of staff**
- Governing body representation**
- Parents attending consultation meetings
- Parents' involvement in the life of the school (representation on Schools Event Committee, 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 (DfES Publications)
Schools Disability Code of Practice	Disability Rights Commission (DRC)
SEN Code of Practice	DfES
DfES Guidance on Inclusive Schooling	DfES
National Curriculum 2000 Inclusion Statement	DfES
DfEE: Access for disabled people to school buildings (BB91)	The Stationery Office

Useful e-mail addresses/telephone numbers:

Equality and Human Rights Commission	Tel: 0808 800 0082
DfES Publications	0845 60 222 60
Ofsted Publications	www.gov.uk/government/organisations/ofsted
Ofqual	www.gov.uk/government/organisations/ofqual#content

South Molton United C of E Primary School Accessibility Action Plan 2018 - 2020

	Target	Strategies	Outcome	Time frame	Goals achieved
Short Term	All classrooms to become dyslexia friendly and to have a range of resources to support pupils with diagnosed dyslexia or who present with dyslexic tendencies.	Display colours and fonts. Available and easily accessible resources within classes to support pupils. More specialist resources and advice for interventions work.	All classes to be dyslexia friendly and for all children to be supported. Staff to be able to support pupils with a range of resources and strategies.	By end of academic year 2017-18.	SEN audit shows all classes have good resourcing support for all pupils with dyslexia.
	Staff skills in speech and language to be increased to support children in EYFS and KS1 particularly.	Staff to go on available training and develop skills within the school. Build up expertise within school. Infant language link and look at Talk Boost.	All pupils with existing and emerging S+L needs to be quickly identified and supported appropriately.	Ongoing	Infant language link supports early identification and referrals into SALT team.
	Ensure that the building is maintained in a way that enables good accessibility and that programmes of servicing and maintenance are kept up to date as per schedules.	SBM and caretaker to work with external contractors to ensure all accessibility provision is in good working order and is correctly serviced according to schedules.	All accessibility provision is in good working order.	Ongoing	Programme of maintenance for the new building is well underway and all scheduled servicing and maintenance has taken place.
Medium Term	To utilise new technologies and ICT to support pupils with various needs.	Work alongside other schools and consultants to identify suitable new technologies to support pupils.		Ongoing	
	To further develop accessibility of the outdoor areas for disabled users.	Look at ways to make the field more accessible to wheelchair users. However, this may entail a very significant cost.		Ongoing – possible long time frame due to cost.	

South Molton United C of E Primary School Accessibility Action Plan 2020 - 2022

	Target	Strategies	Outcome	Time frame	Goals achieved
Short Term	To ensure that the field space is more accessible for all users.	Replacement for the bark path which is becoming degraded and in need of replacement.	Long term suitable replacement for the bark path to the school field in place. Advice from surveyor and contractors.	End of academic year 2020-21	
	To develop the outdoor spaces within the school environment.	Expand the range and scope of outdoor provision for all pupils across the school.	All pupils to have regular outdoor learning to support the curriculum.	Ongoing over time. Has been delayed due to Covid-19.	

	To expand suite of digital technology to support pupil's learning and identified needs.	Working with ICT providers, identify new technologies and software to support accessing the curriculum.	Pupils have access to a wide range of new technologies to support their learning.	Ongoing. Significant investment planned over the next two years to upgrade and replace ICT provision.	
Medium Term	To develop on site nursery provision.				
	To look at ways of making the school more accessible for community use.				