



Accessibility Policy and Plan

Date of plan: February 2017

Date of next review: February 2020

Member of staff responsible: Executive Headteacher

This plan was approved by Governors on 28 February 2017

Signed:..... **Date:**.....

Halberton & Uplowman Federation

Accessibility Policy and Plan

2017 - 2020

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Executive Head. Within the Halberton and Uplowman Federation this Plan will form part of the Premises, Health and Safety and Resources section of the School Improvement Plan and will be monitored by the Executive Head Teacher and evaluated by the relevant Governors' committee. The current Plan is appended to this document.

Under the Equality Act 2010 schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

Definition of Disability:

According to the Equality Act 2010 a person has a disability if:

(a) He or she has a physical or mental impairment,

and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The definition includes people with: ADHD, severe Asthma, Autistic Spectrum Disorder, Cancer, Cerebral Palsy, Cystic Fibrosis, Diabetes, Downs Syndrome, Epilepsy, Hearing impairment, Incontinence, Mental health issues, Muscular Dystrophy, Visual Impairment, Medical conditions such as Multiple Sclerosis, Sickle Cell Anaemia and HI. Also included are disfigurements, diagnosed eating disorders, severe Dyslexia, and gross obesity.

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

This policy and plan shows how the Halberton & Uplowman Federation intends, over time, to increase the accessibility of each school for disabled pupils, staff, parents/carers and visitors. It is driven by the principles of equal opportunities as outlined in the National Curriculum Inclusion statement.

The values within the Halberton and Uplowman Federation reflect a commitment to where there are high expectations of all involved. Children are provided with high quality learning opportunities so that each child attains and achieves their potential. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other, the community and the environment. We are committed to providing an accessible environment which values and includes all pupils (including prospective pupils), staff, parents and visitors regardless of their education, physical,

sensory, social, spiritual, emotional and cultural needs. We are committed to developing a culture of awareness, tolerance and inclusion.

Strengths in working with disabled pupils:

Halberton and Uplowman Federation aims to work closely with disabled pupils, their families/carers and relevant outside agencies in order to meet individual needs and to minimise any potential barriers to learning, allowing individuals to learn, achieve and participate fully in school life. Training in relevant areas is sourced and provided for staff to differentiate appropriately for pupils. As part of each school's continued communication with parents, carers and all other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

Contextual Information

Both Halberton and Uplowman primary schools have existed in excess of 100 years and maintain an important role in their local communities. Both have seen many changes and building alterations over the years which has necessitated steps leading to certain areas.

Current Range of known disabilities

At present neither school has wheelchair dependent pupils, parents or members of staff.

Within the federation there are a number of children with a range of disabilities which include moderate and specific learning disabilities and medical conditions.

We believe that this Accessibility Plan is compliant with current legislation and requirements. Please read in conjunction with the school's Equality and Diversity policy and the SEND policy – both can be accessed via the website.

Uplowman school has even, level access to the main entrance and there is a disabled toilet facility available and accessible. The interior of the building is not fully accessible due to steps leading from the entrance corridor to Honeysuckle and Snowdrops classes, and the library. However, this can be overcome through the provision of ramps or a stair lift. The playing field and front playground can be accessed without the need to use the steps from classes Honeysuckle and Snowdrops but not Bluebells. An exterior ramp may be required. Parking is available on site, but is often limited. School gates are closed during the school day to prevent vehicles entering the site, with the exception of the caterers. All play areas are enclosed and are sited at the front and rear of the building.

Halberton School has a series of five steps leading to the main entrance and office, but Key Stage 1 can be easily accessed by level access at another entrance point. There is a disabled toilet facility available and accessible. Class 2 could be accessed via the fire exit potentially if the need arose. Class 1 could be accessed with a ramp arrangement. There are steps leading to the outside play areas, this can be overcome through provision of temporary ramps. Access to the hall and library may require more structural

remodelling to the stairway but is not insurmountable. There is a level pathway partially around the school site. Parking on site is not available as access is via a church path, however, nearby parking is available. All play areas are enclosed and sited at the rear of the building.

Both schools recognise their weakness in working with disabled pupils is that they are old buildings with limited potential to make adaptations, but consultations continue with the Local Authority and other experts when new situations regarding pupils with disabilities are experienced.

The Accessibility Plan for physical accessibility relates to the **Access Audit** of the Federation, which remains the responsibility of the governing body. As it may not be possible to complete all proposed work during the life of this accessibility plan some items may have to be carried forward.

The purpose of this policy:

The Accessibility Plan will contain relevant and timely actions to:

Increase access to the curriculum for pupils with a disability

Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

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 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.

Improve the delivery of written information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff. 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.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs Policy
- Staff Development Policy

The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

Aims

Halberton and Uplowman Federation 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 disability audit
2. As a result of the audit, we shall:
 - write an action plan which includes targets
 - make the policy and targets known to all teaching and ancillary staff, pupils and parents
 - monitor the success of the plan
 - the Plan will be reviewed annually by the Governor responsible for Buildings and Health & Safety and the Headteacher.

Monitoring

Halberton and Uplowman Federation 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
- Number of pupils participating in summer schools including those for the very able and gifted
- Selection and recruitment of staff**
- Governing body representation**
- Parents attending consultation meetings
- Parents' involvement in the life of the school (representation on PTA, 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 DfEE: Access for disabled people to school buildings (BB91)	DfES The Stationary Office

Add others

Useful telephone numbers:

Disability Rights Commission DRC Helpline	0207 828 7022 0845 622 633
DfES Publications	0845 60 222 60
Ofsted Publications	020 7510 0180
QCA	021 8867 3333

Ratified by Full Governing Body on..... (date)

Signed chair of governors

UPLOWMAN C of E PRIMARY SCHOOL Accessibility Action Plan 2017 - 2020

	Target	Strategies	Outcome	Time frame	Goals achieved
Short Term	Availability of written material in alternative formats	The school will make itself aware of the services available through its LA for converting written information into alternative formats	If needed the school can provide written information in alternative formats	ongoing	Delivery of information to disabled pupils improved
	Special Educational Needs of children are met through Individual Education Plans	Review of SEN policy and approach	All staff and children are aware of needs of & approaches to all children	ongoing	All children have differentiated and relevant curriculum
	Ensure that steps are safe for visually impaired students and visitors	Use special high visibility paint (yellow) to the edge of the steps to ensure each step has a clear definition	Building will be safely accessible to all users with visual impairment	ongoing	All visitors to the school will not have restricted access
	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments	Seek advice from LEA sensory support services on appropriate colour schemes where necessary	Classrooms are made more accessible to visually impaired children	ongoing	Physical accessibility of school increased
Medium Term	Planning reflects needs of all pupils	From medium term planning refine short term plans to cater for all needs	Children have full access to all areas of the curriculum	ongoing	Better access to National Curriculum areas
	ICT needs of pupils are met	Purchase new laptop or alpha smart for less physically able	All children can write using whatever methods are suitable	ongoing	Better accessibility and curriculum for all pupils
	Improve access to playground area	Obtain grants to enable improvements to be done.	Temporary ramps	ongoing	Better accessibility to playground
Long Term	Improve access to playing fields	Consider access from Bluebells Class to negotiate steps down through building or steps from car parking area down to playing field	Temporary ramps	ongoing	All children can access playing field facilities. Improve environmental studies at the school and provide outdoor classroom area.
	Stair lift or portable ramp, or provision of an enabler	Swap classrooms if necessary to help access to facilities	Maximised access for all	ongoing	Ensure accessibility is available but not waste funds on maintenance on unnecessary equipment.

HALBERTON PRIMARY SCHOOL Accessibility Action Plan 2017 - 2020

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Medium Term	Planning reflects needs of all pupils	From medium term planning refine short term plans to cater for all needs	Children have full access to all areas of the curriculum	ongoing	Better access to National Curriculum areas
	Improve access to playground area	Obtain grants to enable improvements to be done.	Removable ramps	ongoing	Better accessibility to playground
	ICT needs of pupils are met	Purchase new laptop or alpha smart for less physically able	All children can write using whatever methods are suitable	ongoing	Better accessibility and curriculum for all pupils
Long Term	Improve access to playing fields	Consider access from Bluebells Class to negotiate steps down through building or steps from car parking area down to playing field	Temporary ramps	ongoing	All children can access playing field facilities. Improve environmental studies at the school and provide outdoor classroom area.
	Improve access to the school for wheelchairs	When any improvement works are undertaken at the school access for wheelchairs must be considered. At the present time the school is not wheelchair accessible due to the old nature of the building.	When work is to be carried out access will be improved	ongoing	Better accessibility to all who require wheelchair access.
	Stair lift or portable ramp, or provision of an enabler	Swap classrooms if necessary to help access to facilities	Maximised access for all	ongoing	Ensure accessibility is available but not waste funds on maintenance on unnecessary equipment.

