



ACCESSIBILITY PLAN

2022-23

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Date Adopted:	February 2023
Author/owner:	School Community Board
Anticipated Review:	September 2023

The Accessibility Plan provides a format for addressing the statutory duties of The Equality Act 2010 and The Children and Families Act 2014. This policy is:

- Reviewed and reported on annually and re-written every three years
- Monitored by the Tarka Learning Partnership and Ofsted as part of their inspection cycle.

The Accessibility Plan has been drawn up with reference to other school improvement documents:

- Devon SEND Strategy 2021-2024
- The Accessibility Plan should be read in conjunction with the following documents:
- Equality, Diversity & Inclusion Policy
- SEND Policy and SEND Information Report
- Whole School Behaviour & Anti-bullying Policy
- Teaching and Learning/Curriculum Policy
- PSHE Policy
- Health and Safety Policy
- School Improvement Plan

The school's context has informed this Accessibility Plan.

The Accessibility Plan is divided into three sections, publishing how the school aims to strategically plan to increase access over time, to:

- Improve access to the physical environment of the school to take better advantage of education, facilities and services provided
- Increase participation and access to the curriculum for pupils with a disability
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents, volunteers and visitors with disabilities.

We are committed to ensuring our school is socially and academically inclusive, which values and includes all pupils, staff, parents, volunteers and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We aim to include all users of the school, including those with disabilities and protected characteristics, in the full life of the school. Our strategies to do this include;

- promoting a welcoming environment for all
- following the Tarka Learning Partnership's admissions and recruitment policies and in adherence with equal opportunities; which do not discriminate against people with disabilities or protected characteristics or treat them unfavourably

- raising awareness of The Equality Act amongst staff and governors through a programme of training; acknowledging the need for ongoing training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter
- planning the physical environment of the school to cater for the needs of all users of the school, including those with disabilities
- finding ways in which all pupils can take part in the full life of the school, including; a full curriculum, extra-curricular clubs, school excursions and residential trips, devising teaching and learning strategies to remove barriers to learning, having high expectations, working in partnership with parents and local agencies
- examining our curriculum, library and reading books to ensure there are examples of positive images of diversely represented individuals and groups, including people with disabilities
- providing written information in a form which is user friendly and where needed, providing alternative forms of communication to convey information, for example, face-to-face meetings, telephone conversations, visually supported text, etc
- using language which does not offend in its literature and raising awareness within the school of the importance of language
- effective monitoring through gathering views of stakeholders;
- gather the views of our pupils through a variety of systems including, collective worship, the school council, Personalised Plan (SEND), pupil reviews and Year Six exit questionnaires
- systems in place for staff, governors and parents to communicate their views and opinions on a variety of matters; admissions information, parent- teacher meetings, SEND reviews, induction/transition meetings and home visits, parent questionnaires etc. It will be important to adapt and develop these communication procedures to ensure the voice of people with disabilities is regularly listened to and involved in the life of the school, to ensure disabled people are informing future plans.

Action Plan

We have produced an Accessibility Plan action plan to ensure that we fulfil our general and specific duties under the Equality Duty. Our previous accessibility plans outline the steps we have taken to improve curriculum access, provision of information to disabled pupils and physical access.

Key areas we are including as action points:

- Devon's accessibility audit tool, visual access information and Autism Education Trust audits to inform improved access to the physical environment of the school and physical aids to access education
- Cycle of staff training to include raising awareness of the Disability Act

The SENDCo will review this policy. The Head Teacher and SENDCo will consult other stakeholders such as parents, health professionals and building professionals in formulating further action plans. From these discussions, priorities will be drawn up which reflect need and available financial resources.

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Accessibility Action Plan: 2022-2025 – reviewed annually

Priority (i.e. what you are hoping to achieve)	Action Required (including necessary resources)	Success Criteria	Responsible Person (s)	Evaluation
<p>To narrow the gap in attainment and progress for children receiving pupil premium funding and with SEND in relation to other pupils within school and nationally- see SIP objective.</p>	<p>To follow the School Improvement Plan action for addressing equality of provision and outcomes for pupils identified as 'disadvantaged' or with SEND.</p> <p>Summative data testing conducted throughout year to guide focus of interventions and support</p>	<p>-The 'gap' in attainment and progress between disadvantaged/SEND pupils narrows in comparison to 'other' pupils nationally.</p>	<p>Headteacher Phase Leaders</p>	
<p>To anticipate the needs of incoming pupils from a new group related to disability equality and protected characteristics.</p>	<p>To promote the aspects of the Accessibility Plan and equality plans within the school community through a working party of stakeholders.</p>	<p>Potential vulnerable groups are represented in policies and action taken from the audit process to ensure the school is able to respond to all stakeholders needs.</p>	<p>Deputy Headteacher / SENDCo</p>	

	<p>To action the school's awareness and provision for groups of pupils and stakeholders related to disability and protected characteristics- for example, addressing LGBT+ within policies; graduated response understanding.</p>	<p>Teachers are confident in providing high quality first teaching- universal provision- to meet SEND needs.</p>		
<p>To promote positive attitudes, relationships and understanding to disability, protected characteristics and between all groups within our school community.</p>	<p>Invite volunteers, (pupil, parent, staff, Governor, community) from consultation in June 2018 to address outcomes and incorporate into 2019 review of priority action.</p> <p>Three year cycle for staff/governors training related to Disability Act</p> <p>To ensure that all colleagues have received training on Prejudice Related Incidents.</p> <p>To review the processes for reporting prejudice related incidents to both the Trust and the Local Authority</p>	<p>Stakeholders from the school are actively included in the annual review of the accessibility plan.</p> <p>Stakeholders attitudes and understanding of disability impacts in community cohesion</p>	Deputy Headteacher	
<p>To review the school's accessibility of information for all stakeholders- the website, communication</p>	<p>Audit to ensure all parents and pupils are happy with</p>	<p>Feedback from all stakeholders represents</p>	Headteacher SENDCo	

<p>channels for families with needs related to disability and protected characteristics, a variety of languages.</p>	<p>the way information is available to them.</p> <p>Information to be collated and best form of access given to those that request alternatives to what is already supplied by the school.</p> <p>Consider electronic, paper, coloured paper, audio, video, large print etc.</p> <p>Audit signage around the schools.</p>	<p>positive access to information.</p>	<p>School Business Manager</p>	
<p>Regular review of arrangements in the case of a fire.</p> <p>Ensure that fire procedures take account of the needs of all pupils.</p>	<p>Consider individual cases – complete PEEPs where required.</p> <p>Examine fire doors, fire escape routes citing of fire signs and signage – particularly with VI pupils in mind.</p>		<p>SENDco SBM</p>	
<p>Continually celebrate equality through the recognition of additional needs in a variety of ways.</p>	<p>Invite inspirational speakers in to schol.</p> <p>SENDCos to create a calendar of celebratory events for schools to participate in.</p>		<p>SENDco Reading & Phonics Lead</p>	

	Libraries to be continually stocked with books that celebrate a diverse range of needs.			
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Review Date: Accessibility Plan to be reviewed annually

Senior Member of Staff Responsible: SENDco

Designated Member of Staff: Louisa Buttel (Equalities Lead)

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