



# ACCESSIBILITY PLAN

## 2023-24

**Date Adopted:** September 2023

**Author/owner:** School Community Board

**Anticipated Review:** September 2024

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.
- systems in place for staff, school community board representatives 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 [Head Teacher and Curriculum Leader](#) SENDCo will review this policy. The Head Teacher and [Curriculum Leader](#) 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.

**Accessibility Action Plan: 2022-2025 – reviewed annually**

<p>Priority (i.e. what you are hoping to achieve)</p>	<p>Action Required (including necessary resources)</p>	<p>Success Criteria</p>	<p>Responsible Person (s)</p>	<p>Evaluation</p>
<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>See Pupil Premium Strategy</p>	<p>-The 'gap' in attainment and progress between disadvantaged/SEND pupils narrows in comparison to 'other' pupils nationally.</p>	<p>Deputy Head Teacher Head Teacher</p>	
<p>To anticipate the needs of incoming pupils from a new group related to disability equality and protected characteristics.</p>	<p>Collate data termly on groups within school so a needs assessment can be carried out and any resulting actions be put in place.  Include Equality and Diversity training in the annual; training cycle to keep awareness of Equalities Act up to date for all staff.</p>	<p>No group is disadvantaged or discriminated against due to a protected characteristic  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.  Whole school culture demonstrates an awareness of equality issues.</p>	<p>Head Teacher Curriculum Lead SENDCo Head Teacher</p>	

		Teachers are confident in providing high quality first teaching- universal provision- to meet SEND needs.		
To promote positive attitudes, relationships and understanding to disability, protected characteristics and between all groups within our school community.	<p>Three year cycle for staff training related to Disability Act</p> <p>To ensure that all staff have received training on Prejudice Related Incidents.</p> <p>DSL to monitor CPOMS for PRI and investigate and report any incidents to the local authority.</p> <p>Monitoring of any PRI to include identifying trends or patterns in either the type of incident, the impacted individual/group, the perpetrator/s.</p> <p>PSHE curriculum to be further developed to ensure equality and diversity issues are taught in a meaningful and age appropriate way throughout the school.</p> <p>Curriculum to be audited for content which both includes and celebrates diversity.</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> <p>School culture reflects a good understanding of equality and diversity issues and recognition of protected characteristics.</p> <p>Identification of trends leads to action taken eg curriculum adaptations, or action in line with anti-bullying policy.</p> <p>Teachers are confident to teach the required PSHE curriculum content</p> <p>Curriculum is designed to ensure a broad and balanced representation of all groups throughout a range of curriculum subjects.</p>	<p>SBM</p> <p>Curriculum Lead</p> <p>DSL</p> <p>DSL</p> <p>Curriculum Lead PSHE Lead</p> <p>Curriculum Lead/Head Teacher</p>	

<p>To review the school's accessibility of information for all stakeholders- the website, communication channels for families with needs related to disability and protected characteristics, a variety of languages.</p>	<p>Audit to ensure all parents and pupils are happy with 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>Feedback from all stakeholders represents positive access to information.</p>	<p>SBM</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</p> <p>SBM</p> <p>Head Teacher</p>	

Review Date: Accessibility Plan to be reviewed annually

Senior Member of Staff Responsible: Head Teacher

Designated Members of Staff:

Harriet Vickery (SENDCo) Louisa Buttell (Curriculum Lead/Equalities Lead) Wendy Ainscough (School Business Manager)