



## Calstock and Stoke Climsland Schools Federation Accessibility Plan

**3 Year period covered by the plan : 2023-2026**

### Key Aims

To increase and eventually ensure for pupils, staff and visitors with a disability that they have:

- total access to our setting's environment, curriculum and information
- full participation in the school community.

### Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Calstock and Stoke Climsland Schools Federation has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. We have a caring, supportive ethos that seeks to value all individuals and treat them fairly and with respect. Our school promotes equality of opportunity for disabled people ; pupils, staff, parents, carers and others who use the school.

By promoting a positive attitude towards disabled people we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our ethos.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

### **Legislation and Guidance**

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils, staff and visitors with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled person faces in comparison with non-disabled people. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

The Accessibility Plan shows how access is to be improved for disabled children, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practical.

Attached is a set of actions showing how the school will address the priorities identified in the plan.

### **Information from pupil data and school audit**

Calstock CP School is a small school with 3 mixed aged classes spanning Reception to Year 6. Stoke Climsland School is a one form entry school, also spanning Reception to Year 6. Initial information to establish the profile of the pupils in Reception and their needs is gathered by school staff. The information is collated prior to starting school by:

- Home visits
- Parent meetings.
- Induction meetings
- Information gathered from previous settings and providers.

Pupils joining the Federation after the beginning of the Reception year will have their needs gathered as part of their induction into school through meetings with parents, pupils and where appropriate specialist services.

### **Information gathering in relation to the recruitment, development and retention of disabled employees**

Calstock and Stoke Climsland Schools Federation follows local authority guidance on the collecting of information on disabled employees and the recruitment of new staff. This information is stored on the schools SIMS data base. Those staff who voluntarily provide information will be assured that it is used confidentially to inform working practice and conditions.

All staff will be supported by the local authority agreed policies on sickness and returning to work. Our Federation would seek to contact the Health and Wellbeing Service to explore possible support to staff if required during their employment.

### **Views of those consulted during the development of the plan**

The Calstock and Stoke Climsland Schools Federation Accessibility Plan has been developed and drawn up based upon information supplied by The Local Authority, and consultations with children, parents, staff and Governors of the school (e.g. pupil consultation around accessibility of cloakrooms using a walking frame). Other outside agencies and specialists have also been consulted; we have regular consultation visits from an Occupational Therapist and Physiotherapist).

Disabled pupils in our school have provided their views on accessibility issues and the provision they are receiving; this can be through annual reviews, IPM planning meetings and general conversations alongside pupil conferencing. From the Annual Review of pupil statements we collate pupil and parent views to update our records. Through respectful relationships with disabled pupils we would acknowledge their feelings and respond to their views.

The needs of all pupils and staff, including disabled pupils, are considered when planning and delivering all aspects of the curriculum. It is the responsibility of the three phase leaders to lead their teams and ensure that teaching matches the learning needs of all children.

Each teacher is aware of the individual needs of all of the pupils. This informs the:

- Physical environment
- Curriculum provision
- Written information shared.

Views of the parents and carers are gathered at the beginning of the year and there are regular occasions throughout the year where details can be updated. Pupils Individual Provision Maps inform the accessibility requirements of the school where appropriate.

Where we have disabled staff, parents and service providers we will provide a response to suggestions on how we can improve our disability scheme and its priorities. This would inform considerations that may be required to make reasonable adjustments

### **The main priorities in the school's plan**

#### **1. Increasing the extent to which disabled pupils can participate in the school curriculum**

The needs of all of the pupils of the school are considered when planning the school curriculum. It is the responsibility of the Executive Head, Head of Schools and the SENDCo and Inclusion Lead to guide the staff in ensuring that the needs of all of the pupils are met.

In order to ensure that all children are catered for the SENDCo and Inclusion Lead works closely with the Executive Headteacher and each Head of School.

A detailed target setting system for all of the children with special needs has been used. This highlights the specific needs of each child including those with disabilities and targets their curriculum provision.

Where necessary, outside agencies are contacted for specialist support, e.g. Autism Outreach team, physiotherapists, support from the Educational Psychologist.

All classrooms are able to access the outdoor environment through exits which have wheelchair access.

See action plan for increased access to the curriculum.

## **2. Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:**

- ✓ Both Calstock and Stoke Climsland schools are single level buildings with double doors in main areas. There is disabled access from each classroom to the outside footpaths and playground.
- ✓ The main doors operate on a mechanised system, leading to a secure lobby and the hatch is at a suitable level.
- ✓ Each school has a designated disabled toilet. See action plan for increasing access to the physical environment.
- ✓ On site car parking for visitors includes a disabled parking bay
- ✓ The school has internal emergency signage and escape routes are clearly marked

## **3. Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:**

- ✓ All information shared takes account of the needs of the pupils. Advice is sought from specialist agencies e.g. hearing impairment agency with regards to specific needs, when they arise e.g. large print needed or use of a hearing aid.
- ✓ The views of the parents/pupils and staff are taken account of on a regular basis, this informs the way that written information is delivered.
- ✓ Preferences of parents will be taken into account.
- ✓ See action plan for increasing the accessibility of written information

## **Making it happen - Management, coordination and implementation**

- ✓ Calstock and Stoke Climsland Schools Federation senior management team e.g. Executive Headteacher, Heads of Schools and Governors will ensure that the 2020-23 Accessibility Plan is managed and implemented.
- ✓ The Executive Headteacher, Heads of Schools and the School Business Manager will ensure that quotes for work to be carried out are sought and that the needs of the pupils inform the setting of the budget and the three areas of:
  1. Increasing the accessibility of written information
  2. Increasing the accessibility of the physical environment
  3. Increasing the accessibility of the curriculum

The Accessibility Plan will also coincide with the Federation Development Plan and each school's self-evaluation form.

The School Accessibility Plan will be shared and coordinated with other services and agencies as appropriate.

We will consult with experts when new situations regarding children with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local Authority.

The attached action plans set out the priorities set by the school to improve accessibility of Calstock and Stoke Climsland Schools Federation under the headings of

- ✓ Increasing accessibility to written information
- ✓ Increasing accessibility to the curriculum
- ✓ Increasing accessibility to the physical environment.

## **Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Board in November 2020.

**Links with other policies**

This accessibility plan is linked to the following policies and documents :

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Curriculum Policy
- Special Educational Needs Policy

# Accessibility Plan

School: Calstock and Stoke Climsland Schools Federation

Date: 2020 - 2023

Target	Outcome	Timescale	Resources	Person responsible	Monitoring and Evidence
<b>1. Leading and monitoring the disability equality scheme</b>					
Review all school policies, procedures and plans to ensure that they are up to date and accurate	All aspects of school life promote equality of opportunity for all pupils	Annual review of policies	Governors meetings	EHT SENDCo Business Manager Governing Body	Governor minutes
Review and update school accessibility plan	School is accessible to all pupils, staff and visitors	Every 3 years	Governors meetings	EHT SENDCo Business Manager Governing Body	Governor minutes
Create an accurate database of pupils, staff and parents/carers with identified disabilities	Up to date database of needs within school	Updated annually	Update SIMS Annual data collection forms	Admin team	Data collection
<b>2. Promoting curriculum access for disabled pupils and adults</b>					
All out of school activities are planned to ensure the participation of the whole range of pupils	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Review annually	Risk assessments Pre-trip visits	Teaching Staff EHT	Risk assessments
School trips are made accessible to all pupils irrespective of attainment and impairment	All pupils have access to all school trips	Review annually	Pre-trip visits Risk assessment	Teaching staff	All children access all visits
Classrooms and other settings are optimally organised to promote the participation and independence of all pupils	Lessons start on time, without the need to make adjustments to accommodate the needs of individuals	Class layout to be reviewed at the beginning of a new school year	Visual timetables Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Teaching Staff EHT	Curriculum planning

Pupils with disabilities can access ICT equipment if appropriate	All children and adults can access the full range of ICT equipment available in school to support their learning	Review annually to assess if needs have changed	Audit of need ICT equipment to meet needs Specialist support from outside agencies	EHT SENDCo	Children have access to ICT equipment to help them with the recording of their work
<b>3 Improving the physical environment of the school and its services</b>					
Ensure that pupils in wheelchairs can move around the school without experiencing barriers	All children and adults in wheel chairs can access all parts of the school	Carry out audit of need. Carry out risk assessment Review annually	Specialist support from outside agencies Doors to and from classrooms wide enough for wheelchair access PEEP completed for pupils in wheelchairs	EHT SENDCo Business Manager	Resources Committee Health and Safety Walk rounds
Provide access to travel around the site. Alternative access to areas in school which are only accessible by steps. Ramped access where necessary	All children and adults in wheel chairs can access the school	Review annually	Specialist support from outside agencies	EHT	Resources Committee Health and Safety walk rounds
Ensure Personal Emergency Evacuation Plans cover pupils and adults with a disability	Staff are aware of all Personal Emergency Evacuation Plans and routes from their classrooms for vulnerable pupils	Review annually	Specialist support from outside agencies Identify alternative route for evacuation from classrooms e.g. if door widths are too narrow, if fire alarm won't be heard. Fire drills to prepare for actual event at different times of the day with all staff members	EHT Business Manager All Staff SENDCo	Record of Fire drill practices Fire Evacuation Plan monitored annually or as needs change
<b>4 Improving the quality of information for and about disabled pupils and adults</b>					
Provide information in a range of formats, including website access	Information to be shared can be found on website and in a range of formats	Available at any time as requested	Specialist resources and support from outside agencies	EHT Admin Team Business Manager	Feedback indicates delivery of school information to parents/carers /school community improved

Ensure that parents/ carers who have a disability can receive information and reports by an alternative method	All parents / carers have appropriate access to the information the school shares Specific arrangements made to meet identified needs	Available at any time as requested.	Specialist support from LA when needed Update Sims Seek the views of parents/ carers on preferred method of communication Ensure all information is made available in a suitable format in a reasonable time e.g. available in large print	EHT Admin Team	Copies of information available on request
Create an accurate database of pupils, staff and parents / carers with identified disabilities	Up to date database of needs within school	Updated annually	SIMS database Data collection Update SIMS	EHT Admin team SENDCo	Annual updates