



**St George's C of E Infant and Nursery School
St Margaret's C of E Junior School
Northam Schools' Federation**

Accessibility Plan

2022-2025

<u>Context</u>	
Chair of Governors:	Sheila Bloomfield
Headteachers:	St George's: Phil Lewis St Margaret's: Sam Malyn
SENDCo:	Harley Bowskill
Contact details:	St George's: admin@st-georges-infants.devon.sch.uk St Margaret's: admin@st-margarets-junior.devon.sch.uk
Written: September 2022	
Review Period: 3 yearly	
Next Review Date: September 2025	

<u>Table of Contents</u>		
1	Our Vision Statement	Page 2
2	Accessibility Plan	Page 3
3	Objectives	Page 3
4	Appendix 1: A Plan of the School Buildings showing Areas of Accessibility	Page 4-5
5	Appendix 2: Action Plan	Page 6-8
6	Appendix 3: Policy History	Page 9

Vision Statement

All schools are required under the Equality Act 2010 to have an accessibility plan; please read this in conjunction with our SEND Information Report. Our SEND Report outlines what we as a federation can provide for children who have special educational needs and disabilities (SEND). This could be dyslexia, dyscalculia, social and emotional issues, physical disabilities and may require some form of specialist aids or equipment; It will always include reasonable adjustments to ensure all children can access the curriculum and school activities and events. The purpose of the plan is to ensure we meet the needs of pupils and their families.

Accessibility Plan

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools and trusts on the Equality Act 2010](#).

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

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

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the Equality Objectives of Ventrus Multi-Academy Trust ('The Trust'), which are published on the Trust's website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

The Northam Schools' Federation Accessibility Plan shows how access is to be improved for pupils, staff and visitors to the schools within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to improve and maintain access to the physical environment of the schools and/or to the curriculum and to make improvements the delivery of written communications.

Training will recognise the need to continue raising awareness for staff, and Governors on equality issues with reference to the Equality Act 2010.

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

- Behaviour Policy
- Curriculum planning
- Health & Safety Policy
- School Improvement Planning
- SEND Policy
- Supporting Pupils with Medical Conditions Policy

Relevant reviews and associated audits will be carried out in a timely manner in order to inform accessibility planning. The Accessibility Plan will be published on the federation website.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

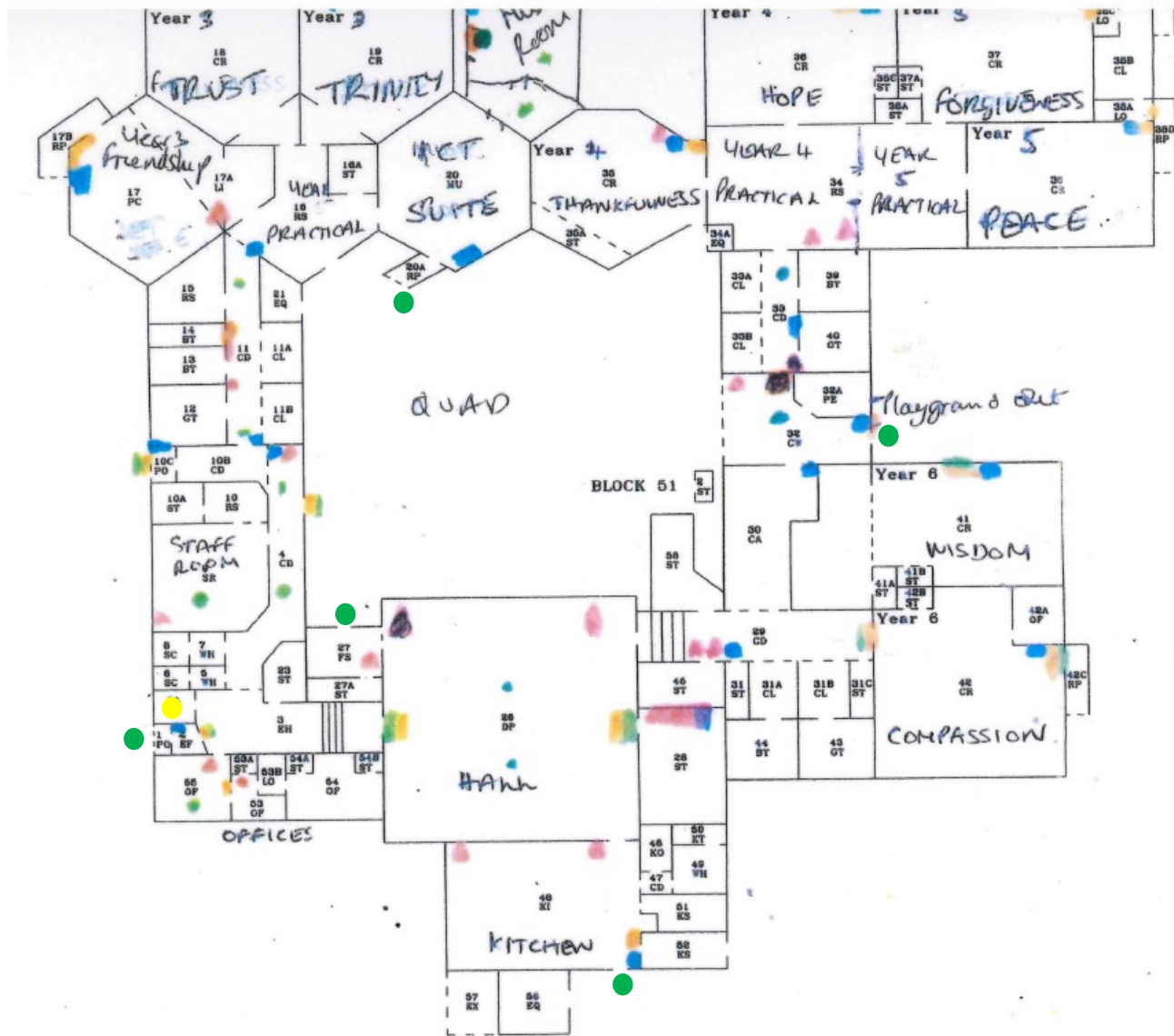
This document will be reviewed at least every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the Federation Governors.

Appendix 1: A Plan of School Buildings showing Areas of Accessibility

St George's Infant School



St Margaret's Junior School



BLOCK 01 - GROUND FLOOR

lx BLOCK 51

● Disabled Access

● Disabled Toilets

emergency lighting
 fire extinguisher
 break glass call point
 fire Exit Sign

Appendix 2: Action Plan

AIM	CURRENT GOOD PRACTICE	ACTIONS	PERSON RESPONSIBLE	DATE TO COMPLETE	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ol style="list-style-type: none"> Schools offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. 	<ol style="list-style-type: none"> Incorporate "SEND Across the Curriculum" within the curriculum planning documents. Complete an audit of provision and resources. Targets are set and reviewed through the My Plan Review cycles. Regularly reviewing curriculum documents and access to the curriculum for children with disabilities. The Governing Body will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Staff will audit and develop universal provision within their classroom and teaching to facilitate inclusive approaches to teaching and learning which benefit all children, but are essential for those with SEND. SLT will regularly monitor curriculum delivery to ensure that all pupils, including those with SEND, have equal access to the broad and balanced curriculum offer. 	<p>SENDCo Class Teachers Support Staff Governing Body</p>	Ongoing	<ol style="list-style-type: none"> All children are accessing the curriculum in a way that best meets their needs. Children with disabilities are making progress with their academic achievements There are appropriate resources to support all existing disabilities within both settings.
Improve and maintain access to the physical environment	<ol style="list-style-type: none"> The schools' environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> Ramps Elevators Corridor width Disabled parking bays Disabled toilets and changing facilities Library shelves at wheelchair-accessible height 	<ol style="list-style-type: none"> Audit to be completed to check building for accessibility. The Governing body will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. 	<p>SLT Governing Body</p>	October Half Term	<ol style="list-style-type: none"> All areas of both schools are accessible for adults and children with disabilities.

AIM	CURRENT GOOD PRACTICE	ACTIONS	PERSON RESPONSIBLE	DATE TO COMPLETE	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>1. We use a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations 	<ol style="list-style-type: none"> 1. Update record of staff skillsets and training. 2. Audit resources used for delivering information in different ways. 3. Ensure that children with specific disabilities have the correct resources and provision in place and that these are outlined in their My Plans/Pen Portraits/ Personal Evacuation Plans etc. 4. The Governing Body will assess the extent to which pupils, and their families, can access information on an equal basis with their peers. 5. Understand the needs of parents/carers and ensure that information is available in relevant formats via letters/websites etc. For example: Large print, braille, pictorial representations, different languages, via and interpreter. 	SLT Class Teachers Governing Body	October Half Term	<ol style="list-style-type: none"> 1. All children and adults have access to information that is being delivered. 2. Staff have had the necessary training to meet the needs of children with specific needs. 3. Classrooms have all the resources that are needed.
Continue to raise standards of achievement of disabled pupils by overcoming barriers to learning.	<ol style="list-style-type: none"> 1. Sharing ideas and expertise with colleagues – identification of expertise across Federation. 2. Regular training opportunities. 3. Support staff training (at least once a month). SEN 'My Plans' in place. 4. My plan meetings with parents. 5. Regular assessment opportunities. 6. Scrutiny of data including, presentation to governors. 7. Timely use of interventions. 	<ol style="list-style-type: none"> 1. Evaluation of pupil progress meetings to identify any underachievement of disabled pupils. 2. Where progress is below average, strategies are put in place to close the gap, bringing them to national average. 	SLT Subject leads Subject governors	Christmas	<ol style="list-style-type: none"> 1. Children with disabilities are making progress with their learning. 2. My Plans are kept up to date and reviewed at least 3 times per year. 3. Entry and Exit point for interventions.
Improve awareness of the breadth of disability issues with staff and pupils.	<ol style="list-style-type: none"> 1. Specialist ASD training. 2. Epi pen training. 3. Diabetic awareness update. 4. SEMH/Nurture support. 5. PIPS. 6. CAMHs specialist. 7. Epilepsy awareness training. 	<ol style="list-style-type: none"> 1. Implement training in key areas of need identified by current cohort. 2. Any needs of new pupils and those who join us on entry at nursery, reception and year 3 are addressed. 3. Understanding and responding to behaviour training. (All staff) 4. Hearing impaired awareness training. (All staff) and specific BSL training for relevant staff. 	Nursing team. Communication and Interaction team. SEMH team. Hearing Impairment Advisory Teacher SENDCo Class Teachers	October Half Term	<ol style="list-style-type: none"> 1. Staff completed behaviour training. 2. Staff completed hearing impairment training. 3. All relevant staff are aware of the needs of new children as soon as possible.

AIM	CURRENT GOOD PRACTICE	ACTIONS	PERSON RESPONSIBLE	DATE TO COMPLETE	SUCCESS CRITERIA
All of the internal access to both schools are disabled friendly including accessible toilets with changing.	1. Regular reviews of school sites and classroom environments depending on need	1. Awareness of disability needs e.g. use of crutches and wheelchairs.	SLT	October Half Term	1. School sites are accessible to all needs and disabilities.

Appendix 3: Policy History

Version/Date	Summary of Change	Review Date	Lead Author