

ACCESSIBILITY PLAN

Goodleigh C of E Primary School and Ilfracombe Infant and Nursery Federation strives to ensure that there is a fully inclusive environment for all pupils whatever their needs and one in which all pupils are able to fulfil their potential.

We follow and believe in the SEND Code of Practice which states:

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. (2015 SEND Code of Practice)

We also recognise that:

All pupils, including those with physical or medical difficulties will be treated equally at our schools

Reasonable steps will always be taken to meet the needs of pupils with physical , mobility or medical difficulties.

Scope of the Plan

1 Improving the physical environment of the school site in order that pupils with physical or medical needs are able to take full advantage of the curriculum and associated activities

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The school site

limits the admission of pupils with severe mobility difficulties and governors have agreed to respond to requests from parents of children with physical, mobility and medical difficulties on an individual basis. The school follows the Devon County Consultation process in responding to requests for a school place for pupils with an EHCP in place.

To help all pupils to access and use all school facilities safely we consider:

- Signs to all entrances, exits and key areas are carefully located and easily seen and understood by all pupils
- Classroom layout and organisation is adjusted to accommodate access for all pupils as far as is reasonable
- During annual building and safety inspections by Governors, consideration will be given to the provision of aids and services for pupils with physical, mobility and medical needs.

2 Increase the extent to which pupils with a disability can participate fully in the school curriculum

The school Federation monitors and strives to improve access for all pupils to a broad and balanced curriculum ensuring that high quality teaching and learning is accessible to all pupils. Reasonable adjustments will be made to timetabling, staffing, training and classroom organisation where at all possible for pupils with physical, mobility or medical needs. Additional provision as laid out in individual EHCPs will be put in place as best as is possible within the school site limitations.

3 Improving the delivery of information to pupils with physical, mobility and medical needs

We strive to have in place a network of communication for pupils with SEND and their parents taking into account their individual needs so that everyone can access information about school events and school life.

Information may also be available in alternative formats if required, for example large print if necessary.

Aims

The Federation aims to include all pupils including those with a disability in the full life of the school. Strategies to do this include universal, targeted and specialist provision where appropriate. We also:

- Have high expectations of all pupils
- Find ways in which all pupils can take part in the curriculum including enrichment activities
- Plan school activities and trips so that pupils with physical, mobility and medical needs can participate fully
- Ensure our admissions policy does not discriminate against pupils with a disability
- Remove barriers to learning for all pupils
- Plan the physical environment of the school to cater for the needs of pupils with physical, mobility or medical needs
- Raise awareness of SEND needs, including physical, medical and mobility needs, amongst all school staff
- Use language which is not offensive and making all staff aware of the importance of this
- Ensure a range of books are within our school which celebrate positive images of pupils with a range of needs including physical, mobility and medical needs

Other related policies

- Teaching and Learning
- SEND annual report
- SEND policy
- Behaviour policy
- Admissions policy
- Exclusion policy
- School asset management plan
- School improvement plan
- Equal opportunities policy

May 2019

Accessibility Plan 2019 Goodleigh C of E Primary School and Ilfracombe Infant and Nursery School Federation

Increasing Accessibility

Strand A: Ensuring all pupils including those with disabilities can participate in the whole school curriculum.

| | Target/Issue | Time Scale | Resource Requirements | Evidence of Satisfactory Completion |
|-------------|--|--|--|--|
| Short Term | Continue to liaise with external agencies to ensure rapid response to pupil need as identified in provision maps, My Plans EHCPs or through multi agency discussions. e.g. visits by the advisory teacher for hearing impaired, Nursery Plus to ensure smooth transition into school | In place and ongoing | SEND forum Multi agency meetings Locality pathway meetings | All pupils have individual and specific needs met |
| | Allocate specific funding to increase classroom resources for pupils with disabilities e.g. laptops, large print books, POPs reading scheme and specific furniture if required Ensure safe and accessible storage and use of wheelchairs, buggies and temporary ramps where appropriate. Ensure safe storage and use of any hearing aids, medical equipment on site. | In place and ongoing | Specialised IT for pupils with specific recording difficulty Specific training in word processing skills through Touch Type Programme. Sloping boards for pupils with fatigue problems / physical disability if required Coloured overlays for pupils with visual difficulty. Specially shaped pencils / pens for pupils with grip difficulty. Liaison with outside agencies e.g. Occupational Therapists, Physiotherapists | Pupils have needs met |
| | Continue to review all curriculum policies ensuring that provision is made for all pupils including those with disabilities | Ongoing as policies are reviewed and updated | Staff discussion in staff meetings SEND policy and SEND report online | All policies contain statements that detail arrangements for pupils with SEND |
| | To ensure that all staff are fully aware of the obligation to provide an inclusive curriculum, to meet the needs of different groups of learners, through Universal, targeted and specialist provision where appropriate in line with the SEND Code of Practice | Form part of ongoing staff development | Provision maps drawn up termly, staff briefings, HQ teaching | Pupils with SEN make good progress, and planned teaching is scaffolded to meet individual needs |
| | Audit of library and reading books to ensure positive images of pupils with and without disabilities | Annually | Regular reviews and updates of book stock | Pupils are presented with positive images of children with and without disabilities |
| Medium Term | Continue to develop staff awareness of SEND and pupils with SEND through regular training | In place and ongoing | Downs Syndrome forums, Total Communication, High 5, Epipen Training | Greater awareness of pupil needs, adaptations and scaffolding made to learning, teaching, resources and the curriculum |

Increasing Accessibility

Strand B: Improving the Physical Environment of schools

| | Target/Issue | Time Scale | Resource Requirements | Evidence of Satisfactory Completion |
|-------------|--|--------------------------------------|---|--|
| Short Term | Through ongoing monitoring ensure where possible, that the layout allows access for all pupils, particularly as children transition into new classes or move into the school from Nursery or other settings. | Ongoing | Regular meetings of Governor Sites and Buildings Committee | All pupils move safely throughout school |
| | Staff training/reminders of the importance of continued and easy access for pupils with disabilities throughout school. | Annually | Staff meetings led by Health and Safety officer and Headteacher. | Raising awareness of issues around disability |
| | Review/ improve if necessary signage including replacement with high visibility signs for example. Consideration of appropriate colour schemes when refurbishing to benefit pupils with visual impairment | When required | Exit signs replaced where necessary | Smoother movement throughout school |
| | Ensure toileting facilities meet the needs of SEND children in order that their intimate care needs can be met with dignity and in privacy | Ongoing | Regular meetings of Governors Sites and Buildings Committee. Installation of changing table, and hand rail by toilet Safe storage and access to specialist toilet seats, blocks, steps, frames, changing equipment where appropriate or necessary | Children with physical needs are able to become more independent meeting their own toileting needs |
| | Review school evacuation procedures for those with profound hearing/visual impairment | Termly - during fire drill | Regular meetings of Governors Sites and Buildings Committee Personal Evacuation Plan in place for individual pupils when required eg on EHCP plans | All pupils are safe at all times |
| Medium Term | Continue to develop staff awareness particularly during transition times when children move into new classrooms | When required and in the summer term | Transition meetings between teachers Meetings and site consideration with external setting reps Liase with Occupational Therapist team regarding individual needs and modifications that might be needed | All pupils are able to move safely around the school site |
| | Risk assessments for individual pupils are carried out as and when necessary eg for temporary use of a wheelchair, crutches or other equipment | When required | | |

Increasing Accessibility

Strand C: Improve sharing Information to Pupils with disabilities and their Parents

| | Target/Issue | Time Scale | Resource Requirements | Evidence of Satisfactory Completion |
|------------|---|------------|---|---|
| Short Term | To ensure that all members of the school community are aware of the need to provide for pupils or parents who need information provided in alternative formats e.g. visual format for pupils on Autistic spectrum, larger print | Ongoing | Support from the multi-agency teams | SEND report published on website annual SEND policy updated as is statutory Termly TAC meetings |
| | To consult parents, students and other agencies about priorities in meeting individual pupil need | Ongoing | Identifying current pupils and their needs in order to set future targets | |