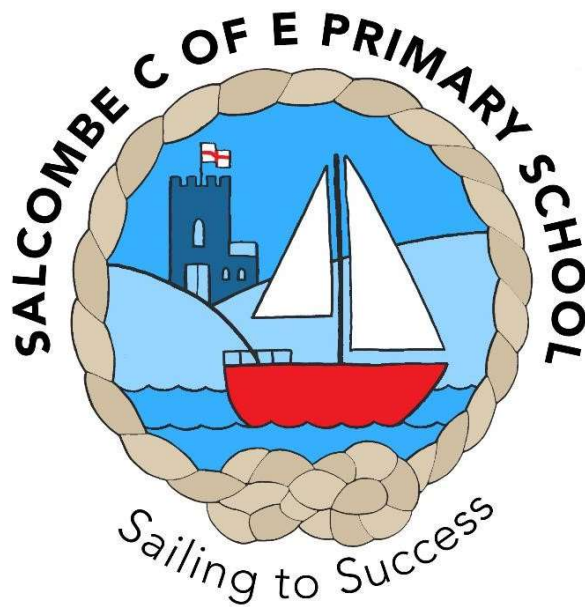




Accessibility Plan For Salcombe C of E Primary School

Statement of intent

This plan should be read in conjunction with the Federation Improvement Plan and outlines the proposals of the board of directors of the First Federation Trust to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The above aims will also apply to parents and carers with disabilities to help ensure they have the same opportunities to take part in school activities as parents and carers without disabilities.

The board of directors also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Link Director, Head of School and other relevant members of staff
- Directors
- External partners

This plan will be reviewed as needed to take into account the changing needs of the schools and its pupils, where the school has undergone a refurbishment and at least every three years.

Planning duty 1: Curriculum

Guidance:

Head of Schools should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers, with the support of the SENDCO. Actions should then be identified to address specific gaps and improve access wherever possible. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

School background
• School site has three levels, however there is a lift on site which can be recommissioned if required. Access to the second floor is achievable through main entrance and playground. • The school now has a nursery on site which caters for 2-4 year olds. The building was built in 2000 and has wide entrances and a disabled toilet. • An audit of the school's accessibility and learning environments is undertaken by senior staff including Head of School and SENDCO with universal provision and the impact on pupils as a focus.
Improvements already made to enhance access to the curriculum
• The school's curriculum has been re-designed making it accessible for all, with support put in place where necessary to facilitate full access. The use of a new SEND Lens allows staff to prioritise and plan for all children with SEND. SEND is a priority in all planning • PIPs training put in place for a number of adults in the school. • Training is provided to school staff, regularly, including weekly CPD for TAs and Teachers, and provision for those with additional needs features prominently. A high priority is staff training and updating of safeguarding practice. • The SENDCo holds the National Award for Special Educational Needs (NASENCO) qualification. • Children with additional needs have Personal Learning Plan's which staff have had extensive support on creating smart, achievable but aspirational targets towards their area of SEND. Children with Educational Health Care Plans (EHCP) are a

priority to all staff with their targets implemented successfully and reviewed annually.

- Relational Support Care Plans have replaced Behaviour Care Plans following whole school staff training through Babcock and Devon.
- SENDCo and Staff liaise with specialists including Early Years complex needs team – SALT/ Communication and Interaction Teams/ SEMH advisors/ Inclusion Teams/ Occupational Therapists/ Educational Psychologists/ Social Workers and families through TAF meetings. The impact of these meetings is to put into practice professional recommendations.
- Therapeutic support has been provided to support small groups of children with SEMH difficulties.
- All classrooms use 'Widgit' symbols and contain visual timetables. Staff are mindful of fonts, size and colour when preparing materials for children and their parents/carers.

Next steps to further enhance access to the curriculum

Issue	Action	Responsibility	Target deadline	Outcome	Review
Ensure rapid response to pupils' needs	Continued liaising with advisory teachers Arrange visits when necessary	SENDCo and classteacher	In place and on-going	Greater awareness of pupils' needs, adjustments made to learning resources and the curriculum.	07/24
Provision maps used to target support effectively	Provision maps are updated regularly at staff and team meetings to ensure vulnerable groups make progress	Class teachers Unit leaders	Reviewed at least half termly	Progress reflected in individual assessments	Termly

Ensure pupils have a good level of speech, language and communication for their developmental stage.	Speech and language tools used consistently to identify needs early provide appropriate intervention and submit referrals to SALT where needed.	Class teachers, SENDCO and Head of School.	Reviewed termly.	Pupils with gaps identified and referrals made to external agencies.	
Children with specific literacy difficulties	Create a dyslexia friendly classroom.	SENDCO and class teacher	Ongoing	Children to be supported with different strategies for SPLd. The classroom to promote a dyslexia friendly environment	Termly.

Planning duty 2: Physical Environment

Guidance:

Head of Schools should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers, with the support of the SENDCO. Actions should then be identified to address specific gaps and improve access wherever possible. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

School background					
Disabled parents, pupils and staff have good access to the main school buildings and playgrounds. There is ramped access to the main entrance. There are double doors/widened doorways to all areas of the main entrance and through doors in each classroom. The playground is level and is accessed by a sloped tarmac path. There are disabled toilets and washing facilities on the premises which are easily accessible for all pupils, parents and staff. Two out of the three classroom can be accessed via a lift that goes between all three floors. There is a designated area for parking for staff and children at the front of the school building. In case of an emergency, procedures are put to ensure that all children and staff with disabilities, can exit the building safely and promptly.					
Improvements already made to enhance access to the physical environment					
Next steps to further enhance access to the physical environment					
Issue	Action	Responsibility	Target deadline	Outcome	Review
Current lift out of use.	Recommission and insure/service if required.	Head of School	n/a		

Planning duty 3: Information

Guidance:

HoTLs should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers, with the support of the SENCO. Actions should then be identified to address specific gaps and improve access wherever possible. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

School background
SEND information on the school website Links to external support agencies and advice available on website.
Improvements already made to enhance access to information
• MyED • All communication send via email. • Use of social media- Facebook. • Updated website e.g. First Federation policies, school information. • Ability to provide text messages when required. • Newsletters for parents. • School SENDCo/ parent support worker and SLT advice of ways to access information and information about outside agencies for support. • Parent workshops available on areas including • Parents directed to foodbank. • Virtual meetings available through TEAMS or ZOOM.

- Home visits for nursery and reception children prior to starting school

Next steps to further enhance access to information

Issue	Action	Responsibility	Target deadline	Outcome	Review
Consult parents, students and other agencies about the school priorities for increasing access to information for pupils with disabilities	Identifying current pupils and next in-take of pupils in order to set future targets.	SENDCo and classteachers	Ongoing	Improved delivery of information for disabled pupils and parents.	07/24