



South Hams Federation – Modbury Primary School

Accessibility Statement



Accessibility Plan

Under the Equality Act 2010 schools should have an Accessibility Plan. 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:

- (a) He or she has a physical or mental impairment, and
- (b) 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 listed as a statutory document of The Department for Education’s guidance on statutory policies for schools. This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to the Governing Body, an individual or the Head of School. At Kingsbridge Community Primary School the Plan will be monitored by the Head of School and evaluated by the Governors. The current plan will be appended to this document.

Vision Statement

At Modbury Primary School, our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone’s uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school 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

Modbury Primary School is 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. We are committed to taking

positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Accessibility Plan shows how access is to be improved for pupils, staff and visitors to the school who have a disability 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:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school 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 school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Development Plan
- Special Educational Needs and Disability Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governors.

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

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The proprietries for the Accessibility Plan for our school were identified by:

- The Governing Body
- The Executive Head
- The SENCO
- The Administrator
- The Caretaker

Modbury Primary School

Accessibility Plan

Aims and Objectives

Our aims are:

- To increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

Our objectives are details in the Attached Action Plan.

Current Accessibility Arrangements

Pupils at Modbury Primary School have always been able to participate fully in the wide range of activities offered beyond the classroom consistent with the limitations imposed by any disability. This has included:

- Outdoor education
- Sports
- Music
- Clubs and activities
- Residential and trips

Arrangements for play, recreation and other aspects of a child's social development are incorporated into a child's ILP or support plan or Health Care Plan.

The suitability of any event and the need for additional support is discussed fully with parents in advance.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should, as far as possible, have access to a full and broad curriculum, similar to that followed by their peers.

The school has successfully supported pupils with a range of disabilities - hearing and sight impairment, physical disability and learning difficulties of varying degrees. Decisions are taken on an individual basis following a full assessment of a child's needs. Such assessment is carried out within the terms of the school's SEN Policy and guidelines on Assessing Children who may have Special Educational Needs.

Access to the curriculum is a key issue for consideration at the stage of admission, transition within the school or when a disability develops. The ILP or support plan for the pupil will address the issue, which will therefore be kept under constant review.

Advice is sought from the appropriate national and local agencies. Support can come in a variety of formats through the school's staged intervention strategy.

- Input from specialist (external) teachers
- Technological enhancements – Sound systems, ICT
- Adaptation of teaching materials

The School's ICT network provides access to pupils in all locations. Effective use of these facilities can ameliorate difficulties of mobility and sight impairment in particular.

In constructing the school timetable, the school will give sympathetic consideration to individual needs. Also, furniture, seating arrangements and the classroom used can be altered to facilitate access and learning.

In conjunction with the School's SENDCo, teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests or national qualifications.

The school's policy for children with Special Educational needs and disabilities details where and how teachers can get specialist advice on supporting children with disabilities. The school has an on-going program of staff development related to meeting the needs of different learners. Specific training on the needs of pupils with hearing or sight impairment and those with specific learning difficulties is carried out as required.

Modbury Primary School Access to Buildings and Classrooms

In the main, all areas of the school are accessible by all children and their parents. See details below.

| Building | Features |
|-----------------------------|--|
| General | <ol style="list-style-type: none"> 1. School is accessed through a level entrance. 2. There is a sloping path from the playground to the main entrance. 3. The main doors are wide enough for wheelchair access. |
| Main building | <ol style="list-style-type: none"> 1. Y2 classroom has a sloping access which is fit for wheelchair use. 2. Y1,. Y3 and Y5 classrooms are accessed with one step up. It is possible to use a ramp here should it be necessary. 3. The Y6 classroom is accessed by two flights of stairs – this is not accessible for a wheelchair user. 4. There is a disabled toilet in the main corridor. 5. The corridors and cloakrooms are wide enough for wheelchair access. 6. Doors are push open. |
| The Hall | <ol style="list-style-type: none"> 1. Main entrances are flat allowing for easy wheelchair access. 2. There is a fire door which is push open. 3. Access through the servery and kitchen is level. |
| Reception and Y4 Classrooms | <ol style="list-style-type: none"> 1. There are two steps to the reception class but these could be negotiated using a ramp. 2. There is a sloping pathway to the Y4 classroom. 3. There are toilets in the Y4 cloakroom. They are on one level. 4. The doorway is wide enough for wheelchair access. 5. There is no disabled toilet in this building but there is easy access to the main building. |
| Key Stage 1 Playground | <ol style="list-style-type: none"> 1. Available for all pupils. 2. Entrance to playground is level. |
| Key Stage 2 Playground | <ol style="list-style-type: none"> 1. Available for all pupils. 2. Entrance to playground is level. |
| Playing Field | <ol style="list-style-type: none"> 1. Available for all pupils. 2. There is level access to the playing field. |
| Forest School | This area is currently not accessible to wheelchair users. |
| Swimming Pool | This area is currently not accessible to wheelchair users. |

Evacuation Procedures

The schools Fire and Evacuation Policy lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures are adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the My Plan for the pupil.

Informal

Information for Pupils and Parents

Parents are routinely involved in reviewing provision for their child. The child will also be involved depending on their ability and willingness to participate.

Large print format materials are available when required.

Hearing aids are used as required. Sound field system is available.

If either pupils or parents have difficulty accessing information normally provided in writing by the school such as handouts, newsletters, homework etc, then the school will be happy to consider alternative forms of provision in consultation with the County's Advisory Services.

Source Materials for the plan:

The priorities of the plan have been identified using a number of sources including:

- School Census returns
- Data Collections
- Parent Evenings
- Multi-agency meetings
- Health and Safety Inspections
- Service Reports

It has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove , barriers which could deny them the educational opportunities available to other children.

Other important plans are contained and considered within this plan. They are:

- Equal opportunities (including Racial Equality) Policy
- Health & Safety Policy (including procedures for administering medicines)
- Emergency Evacuation Procedures
- Special Educational Needs/ Inclusion Policy
- Behaviour Policy
- Admissions Policy

Action Plans

| Action Plan 1 | Increasing the extent to which all pupils, including pupils with disabilities, can participate in the school curriculum | | | | |
|---------------|---|---|--|-------------|----------------|
| | TARGET | Actions to be taken | Outcome | Timeframe | Goals Achieved |
| SHORT TERM | Ensure that all staff are fully aware of the obligation to provide an inclusive curriculum. | Ongoing whole school INSET on inclusive curriculum | Staff awareness improved. | Ongoing | |
| | Ensure that all staff are aware of the resources and strategies in school to provide an inclusive curriculum. | Ongoing whole school INSET on inclusive curriculum | Resources in place and being used. | Ongoing | |
| | Regularly update Provision Maps | Regularly audit provision. | Staff aware of provision | Termly | |
| | Staff training | Working with outside agencies | Increased knowledge. | As required | |
| MED TERM | Maintain awareness of disabilities among school staff. | Update training to meet needs of current admission. | Staff awareness improved. | On going | |
| | Review curriculum planning in light of Equality Duty. | KS meetings to review medium term planning monitored by Executive Head. | Improved suitability of provision. | Termly | |
| LONG TERM | Provide teaching resources which will remove barriers to learning and enhance participation for pupils with disabilities. | Provide ICT equipment, reading books and other appropriate resources. | Increased awareness of diversity and disability. | Ongoing | |
| | Ensure positive images portraying disability. | Assemblies. PSHE curriculum | All children enjoying school. | Ongoing | |
| | Use books that portray disability in a positive light. | Library Posters | Books in each of the libraries. | Ongoing | |

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|--|--|----------------------------|--|---------|--|
| | Take part in appropriate national events to raise awareness of disability. | Assemblies PSHE Curriculum | Increased awareness of diversity and disability. | Ongoing | |
|--|--|----------------------------|--|---------|--|

| Action Plan 2 | Improving the physical environment of schools within the Federation. | | | | |
|----------------------|---|---|--|------------------|-----------------------|
| | TARGET | Actions to be taken | Outcome | Timeframe | Goals Achieved |
| SHORT TERM | Identify and respond to the individual needs of pupils to ensure access to site and curriculum. | Liaison with outside agencies. | Physical environment adapted. | Ongoing | |
| | Identify areas for improvement of access to the site and to classrooms. | Site audit. | Adaptations in when needed. | When required. | |
| MED TERM | To provide physical aids to enable all children to access education. | Provide ICT equipment, sloping boards, specialist pens/pencils, pencil grips and sensory equipment. | Resources in place and being used as the norm. | On going | |
| LONG TERM | To improve access to and suitability of designated areas over successive financial years. | Install blinds, signs, ramps, rails etc.. | Physical environment improved. | When required. | |

| Action Plan 3 | Improving the delivery of information to pupils with disabilities. | | | | |
|----------------------|--|---|---|------------------|-----------------------|
| | TARGET | Actions to be taken | Outcome | Timeframe | Goals Achieved |
| SHORT TERM | To consult parents, children and other agencies about the school priorities for increasing access to information for pupils with disabilities. | Identify current pupils and parents and their needs in order to set future targets. | Awareness improved. Learning environment enhanced. Identification of children's needs improved. | Ongoing | |

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|--------------|--|---|---|----------|--|
| MED TERM | To make written material available in alternative formats that are accessible. | Be aware of and use services available through Local Authority and NHS. | Delivery of information to all children and parents improved. | Ongoing | |
| | To have some information available in a range of languages. | | | | |
| LONG TERM | To improve the accessibility of school policies, leaflets and letters. | Review appropriate documents. | Delivery of information and communication to parents and families improved. | Ongoing. | |