**The Federation of the Church Schools of Shalfleet and Yarmouth**

**Achieving Together for a Brighter Future**



**ACCESSIBILITY PLAN**

**A STATEMENT OF POLICY**

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| **Approved by** | **CW** |
| **Portfolio** | **Inclusion** |
| **Approved on** | **Autumn 2018** |
| **Review date** | **Summer 2021** |
| **Review Cycle** | **3 Year** |
| **Policy Type** | **Statutory** |
| **Ratified/FGM Date** |  |

**Signed\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**School Aims and Implementation**

The Federation of the Church Schools of Shalfleet and Yarmouth aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

* Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
* Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
* Enabling children to become active, responsible and caring members of the school and wider community.

The federation works towards these aims by:

* Promoting high quality learning and attainment.
* Providing a high quality learning entitlement and environment.
* Valuing each other and ourselves.
* Working in partnership with parents and the community.

**Introduction**

1. The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

* not to treat disabled pupils less favourably for a reason related to their disability;
* to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
* to plan to increase access to education for disabled pupils.

1. This plan sets out the proposals of the Governing Body of the federation to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

* increasing the extent to which disabled pupils can participate in the school curriculum;
* improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
* improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

1. It is a requirement that the federation’s accessibility plan is resourced, implemented and reviewed and revised as necessary.

**Definition of Disability:**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

‘A person has a disability 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 carry out normal day to day activities.’

**The purpose and direction of the federation’s plan: vision and values**

1. At The Federation of the Church Schools of Shalfleet and Yarmouth we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. The Federation of the Church Schools of Shalfleet and Yarmouth promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.
2. Our Federation aims to be an inclusive. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

* girls and boys
* minority ethnic and faith groups
* children who need support to learn English as an additional language
* children with special educational needs
* more able children
* children who are vulnerable of under achievement or social exclusion.

**The main priorities in the Federation’s plan**

1. Our key objective within the Accessibility Plan is to reduce and eliminate barriers to access to the curriculum and so lead to a full participation in the our community for pupils, prospective pupils, staff and visitors with a disability.
2. We take advice on support needed for children with disabilities and work to ensure they have the support necessary to fully include them in the life of the school.
3. The action plan ensures that:

* The federation draws on the expertise of external agencies to provide specialist advice and support.
* The Inclusion Manager has an overview of the needs of SEND pupils.
* There are high expectations.
* There is appropriate deployment and training for staff.
* Successful practice is shared within the federation.
* The federation works with other schools.
* Disabled pupils have access to extra-curricular activities.

**The Accessibility Audit**

|  | **Red** | **Amber** | **Green** | **Super Green** |
| --- | --- | --- | --- | --- |
| Inclusion/  exclusion | Disabled young people are actively or passively excluded e.g. parents being told that the activity is not suitable | Disabled young people are included, but actively not adapted to optimise involvement  Needs of disabled young people not adequately considered or planned for | Disabled young people are included and activity adapted, when required, to optimise involvement  Needs of disabled young people considered and planned for | Pro active approach to including disabled young people by all staff  Effective inclusion plans in place and in regular use by all staff |
| Policies & procedures | No recognition of inclusion in policies or procedures | Recognition of inclusion policies in place but no evidence of implementation | All staff aware of and implement inclusion is all policies  Staff contribute to reviewing and up-dating inclusion policies | All staff aware of and actively implement inclusion policies  Staff, parents and disabled young people contribute to reviewing and updating inclusion policies |
| Safeguarding | Safeguarding or child protection policies not in place or up to date  Staff unaware of procedures or protocols  DBS checks not done for any or many staff | Safeguarding and child protection policies in place, but not universally adhered to  Inconsistent staff awareness of procedures and protocols  DBS check are completed for some staff | Safeguarding and child protection policies in place, adhered to and regularly updated  Staff aware of procedures and protocols  DBS checks are completed for all staff  Management mindful of safer recruiting legislation  School committed to keeping young people safe | Safeguarding and child protection policies in place, actively adhered to and regularly updated  Staff aware and adhere to procedures and protocols  DBS checks are completed for all staff and are regularly updated  All staff mindful of safer recruiting legislation  School and all staff are committed to keeping young people safe |
| Risk management | No recognition of inclusion aspects in risk assessment | Staff consider ways to work with disabled young people with specific individual needs on arrival and manage risks accordingly | Prior to arrival risk assessments are discussed with the disabled young people and their parent/guardians and are managed accordingly | Dynamic individual risk assessments are done for high risk users prior to arrival  Standard risk assessments include specifics of working with people both with physical and learning difficulties  Strategies are recorded for managing groups with challenging behaviour |
| Wheelchair accessibility | No access to building or surrounding/outside areas for wheelchair users  No accessible toilets available | Limited access to building or surrounding/outside areas for wheelchair users  Room layouts restrict manoeuvrability  Accessible toilet available  Some doors can be opened independently by wheelchair users | Good access to building or surrounding/outside areas for wheel chair users  Room layout provide reasonable to good manoeuvrability  Accessible toilets are available  Most doors can be opened independently by wheelchair users | All areas are fully accessible for wheelchair users  Room layouts provide excellent manoeuvrability  Accessible toilets with changing tables and hoists are available  All doors can be opened independently by wheelchair users |
| General accessibility | Environment not suitable for physical and sensory difficulties (e.g. no ramps, signage, induction loops) | Some disabled young people’s specific physical and sensory needs are met | Most disabled young people’s specific physical and sensory needs are met  Visual and aural support available | All disabled young peoples specific physical and sensory needs are met  Sound absorbing resources, visual and aural support available  Raised letter signage/Braille throughout facilities  Fully functional hearing systems in place where appropriate |
| Promotion | No positive images of disabled people or other groups within school promotional materials  No mention of site/activity accessibility within promotional materials | Limited images of disabled people within in promotional materials  Limited site/activity accessibility information is included within promotional materials  Promotional material only available in standard paper format | Some positive images of disabled people within promotional materials  Site/activity accessibility information is included within promotional materials  Promotional materials available in other formats if requested in advance  Concessions available (e.g. Carers go Free Policy) | Many positive images of disabled people within promotional materials  Site/activity accessibility information easy to find in promotional materials  Promotional materials are presented in an accessible, easy to understand way  Promotional materials readily available in other formats  Concessions actively promoted (e.g. Carers go free policy) |
| Community / partnership working | No work with outside agencies (e.g. schools and support workers) | Infrequent working with outside agencies; only when requested by customer or agency | Regularly working with outside agencies to support staff and develop their skills as and when required | Regularly working with many outside agencies to support staff and develop their skills in a proactive manner  Empowers staff to share their skills and knowledge with others  Signpost parents to outside agencies |
| Participation | School does not seek or take account of feedback from disabled young people or parents  Feedback that is provided has no influence on practice or policy  School does not liaise with disable young people or parents | School takes feedback from disabled and of other groups of young people when it is offered  There is no organised process for collection of feedback  Feedback is used to influence selected elements of practice  Some communication (formal and informal) with disabled young people and parents to identify individual needs | School encourages disabled young people and parents to provide feedback and consult on all aspects of provision  There is an organised process for consultation  Feedback is used frequently to adapt practice and policy as required  Regular communication with disabled young people and parents to share information and to jointly plan for the needs of the young person (methods include both formal and informal conversations) | Disabled young people and parents are involved in all aspects of the design, assessments and evaluation of practice, delivery and policy  Feedback is sought via a wide range of creative and inclusive consultation and is published in all appropriate methods  Feedback is constantly used to adapt practice and policy  Pro-actively involving disabled young people and parents through regular communication (e.g. home visits and support groups) |
| Staff training /approachability | Staff receive no disability awareness training | Some staff receive disability awareness training  Staff generally display a positive attitude towards inclusion | All staff receive disability awareness training  Staff are friendly and approachable and work towards finding positive solutions for everyone to ensure involvement | Specific training offered to staff which includes condition specific training to meet the individual needs of the people attending  Staff are friendly and approachable and work towards finding positive solutions before issues arise  All staff are regularly trained and certificates are kept up to date |
| Communication / visual support | No evidence of visual support available (e.g. picture cues, Makaton, use of props) | Inconsistent use of visual support, used only as a resource for individual young people  Staff have limited awareness of alternative communication systems available | Consistently, clearly labelled and well presented use of visual support  Makaton available and used during sessions  Staff have good knowledge of alternative communication systems available | Range of visual support in place (variety of visual aids resources available and used)  Evidence of signing environment  Staff have excellent knowledge of alternative communication systems available  Environment adapted to suit child’s needs e.g. low distraction areas |
| Autism/Asperger’s awareness | No awareness or understanding of young people with autistic spectrum disorder (ASD) | Staff have some awareness of ASD | Some staff have received ASD awareness training  Staff use a variety of approaches to meet the needs of young people with ASD  Consideration given prior to sessions on how to reduce potential anxiety of young people with ASD when running activities | All staff have received ASD awareness training  Activities delivered in a way that considers different users specific needs  Consideration and implementation of inclusion methods specific to young people with ASD (provided by parents prior to sessions), on how to reduce potential anxiety of individuals |

**Accessibility Action Plan**

| Lead Area | Area for Development | Strategy | Outcome | Timeframe | Achievement |
| --- | --- | --- | --- | --- | --- |
| Promotion | Limited images of disabled people within promotional materials. | To find appropriate opportunities to communicate and promote the schools as an inclusive community i.e. in media publications. | The school will be correctly perceived as an inclusive community where all are welcome and valued. | On-going over the next year. |  |
| Risk management | Limited input from pupils in any risk assessment discussion. | To identify an appropriate strategy for collecting input from disabled pupils. When formulating any risk assessment. | The schools will gain valuable input from disabled pupils, which will assist in identifying areas for risk so that practice and environment can be modified accordingly. | On-going over the next year |  |
| Wheelchair  Accessibility | Door within the school may hinder independent movement by young people in wheel chairs, | To find appropriate systems for independent movement within the schools | The schools will identify opportunities when and where doors can be modified to allow independent movement. | On-going over the next 3 years. |  |
| Participation | There is no organised process for collection of feedback from disabled pupils. | To identify an appropriate strategy for collecting feedback from disabled pupils. | The schools will gain valuable feedback from disabled pupils, which will assist in identifying areas for improvement, adapting practice and policy as required. | On-going over the next year |  |
| Communication / Visual Support | Inconsistent use of visual support, used only as a resources for individual young people.  Staff have limited awareness of alternative communication systems available. | Staff will learn how to produce and use visual support and social stories as appropriate, for children and within the school environment. | Staff have a good knowledge of alternative communication systems available and the school environment is adapted to suit children’s needs | On-going over the next 3 years. |  |
| Autism | Staff have some awareness of ASD | All staff will receive ASD awareness training. | Staff use a variety of approaches to meet the needs of young people with ASD.  Consideration is given prior to sessions on how to reduce potential anxiety of young people with ASD when running activities.  Positive impact upon standards and well being for ASD pupils. | 2014 - 2016 |  |