



The Federation of the Church Schools of
Shalfleet and Freshwater & Yarmouth

Together for a Brighter Future

ACCESSIBILITY PLAN A STATEMENT OF POLICY

Approved by	CW
Portfolio	Inclusion
Approved on	Summer 2023
Review date	Summer 2026
Review Cycle	3 Year
Policy Type	Statutory
Ratified/FGM Date	

Signed _____ Date _____

School Aims and Implementation

At the Federation, 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 promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Our schools strive to be 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.

We define equality in line with the Equality Act 2010 and recognise the following protected characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

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

- 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

The 'Federation Welcome' is embedded and applies to everyone entering our schools.

At the Federation of the Church Schools of Shalfleet and Freshwater & Yarmouth, we believe that every child has;

- The right to learn
- The right to be safe; and
- The right to be respected

Legal duties:

We welcome our duties under the Equality Act 2010 to:

- Eliminate discrimination, harassment and victimisation
- Promote equality of opportunity to all
- Foster good relations between the whole school community

In fulfilling our legal duties, we will ensure irrespective of a person's protected characteristic that we will:

- Ensure that all learners and potential learners are treated with equal value
- Provide access to education or employment at our school; our pupils and staff are treated with dignity and respect
- Foster positive attitudes and relationships, and a shared sense of cohesion and belonging
- Be an inclusive and equal opportunities employer with regard to recruitment, retention and

CPD opportunities

- Ensure that we are welcoming and supportive of the local community
- This statement reflects our Equality, Diversity and Inclusion Policy

We value and respect everyone within an atmosphere of Christian love. Our welcoming community builds strong relationships and is dedicated to supporting everyone to flourish academically, emotionally, socially and culturally through an excellent and engaging curriculum.

‘Encourage one another and give each other strength’ Thessalonians 5:11

Inclusivity	–	Everyone is welcome
Respect	–	Everyone is valued
Resilience	–	Everyone is encouraged
Relationships	–	Everyone belongs

At the Federation of the Church Schools of Shalfleet and Freshwater & 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 Freshwater & Yarmouth promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

The purpose of this plan is to show how The Federation of the Church School of Shalfleet and Freshwater & Yarmouth intends, over time, to increase the accessibility of our school for pupils with disabilities.

The purpose and direction of the Federation’s plan: Vision and Values

Our Federation aims to be 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.

AIMS:

- To increase the extent to which pupils with a disability can participate in the curriculum
- To improve the physical environment of the school to enable pupils and families with disabilities to take better advantage of the facilities and services provided
- To improve the availability of accessible written information

We are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.

The Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Whole staff training will recognise the need to continue to raise awareness for staff and governors on equality issues with reference to the Equality Act 2010.

It may not be feasible to undertake all of the works during the life of the Accessibility Action Plan and therefore some items will roll forward into subsequent plans.

Definition of Disability

Under the Equality Act, 2010, you are classed as disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

We take all advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed term.

We provide all pupils with a broad and balanced curriculum, which is differentiated and adjusted to meet the needs of children of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum.

This plan considers three areas:

- a) Improving education and related activities
- b) Improving the physical environment
- c) Improving the provision of information

a) **Education and Related Activities:**

The continuous improvement of teaching and learning lies at the heart of the ethos of the school. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning that meets the needs of all children.

The Federation's SENDCo and Inclusion Team, in conjunction with class teachers, has the day to day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring reasonable adjustments are made to enable them to access the curriculum and wider school activities. This may include the deployment of teaching assistants appropriate to facilitate participation.

Staff will be provided with appropriate CPD to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

Teachers and teaching assistants attend SEND training as appropriate to support specific needs. Teachers work closely with TA's to address pupil IEP targets and liaise with specialist and support services.

Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.

All pupils are encouraged to take full part in all areas of the curriculum. Pupils with disabilities are fully included in productions, music, PE and assemblies and are encouraged to join after school clubs, leisure, sporting and cultural activities.

School visits, including residential visits, are made accessible to all children, irrespective of attainment or impairment.

The Federation will continue to seek and follow the advice of appropriate specialists such as professionals from Inclusion Support services and the appropriate health and well-being professionals.

b) **The Physical Environment**

The Federation will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises such as improved access, lighting, acoustic treatment, colour schemes, and more accessible fixtures and fittings.

There is physical access to the main entrance of each school and there are disabled toilet facilities available. Pathways of travel around the school site and parking arrangements are safe. The school site has high fencing around it.

Furniture and equipment are selected as standard, age related as appropriate. Adjustable tables and chairs will be made available in school if required. Where further specialist furniture is needed, this is sought with support from agencies and inclusion support services. Pupils have access to physical aids in the classroom such as specialist pens and pencils and IT equipment as required.

Safe spaces and quiet areas are available to pupils who need to access them.

Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point for both schools is on the main playground. We will review the provision of a visual alarm should the need arise. Pupils/staff with additional specific needs have personal evacuation plans (PEEPs) in place. These are reviewed annually.

c) Provision of Information:

The Federation will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties who may have difficulties, reading or copying from the board are given either overlays, printed copies of texts enlarged/provided with an iPad to zoom in on text and images, or information is written down for them.

Access Arrangements are put in place when pupils sit Statutory Standardised Tests (SATs) such as printing test papers on coloured paper, and ordering enlarged print versions of test papers. Additional time/exemption is also applied for or in certain circumstances.

Pupil's views on their preferred means of communication is considered through pupil conferencing.

We have a clear policy on the administration of medicines with trained staff. There is a register of children with medical needs, and children with specific or complex needs have individual care plans in place, which are reviewed annually. Lists of these children are available for staff in the main offices in the medical folder and also in each class in the class medical box. Information regarding these children is passed on to new or supply staff.

Epi-pens and inhalers are always taken on visits and trips out of school. Staff trained in first aid accompany all trips and special arrangements for children who require them, are made clear and explicit on the risk assessments. Copies of care plans are included as part of the trip/visit documentation.

The action plan ensures that:

- The Federation draws on the expertise of external agencies to provide specialist advice and support
- The Inclusion Team has an overview of the needs of disabled pupils
- There are high expectations
- There is appropriate deployment and training of learning support staff
- Successful practice is shared within the Federation
- The Federation works together
- Disabled pupils have access to extra-curricular activities
- The school environment meets the needs of all pupils

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 actively adapted, when required, to optimise involvement Needs of disabled young people considered and planned for	Proactive 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 in 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 people's 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. Training provided in communication such as Makaton and BSL	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.	

Lead Area	Area for Development	Strategy	Outcome	Timeframe	Achievement
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.	On-going over the next 3 years.	