

Accessibility Policy and Plan



Period Covered: 2020-2023

Review Date: Sept 2020

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Exeter a learning community is proud to be an inclusive school. We work hard to ensure that all pupils are able to participate fully in school life through making reasonable adaptations as required.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents and pupils.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p><i>Exeter offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p>Staff are aware of a range of quality first teaching strategies that can be used to support pupils with additional needs.</p> <p>Use of visuals and symbols to support communication and understanding</p>	<p>To improve the assessment processes for pupils with additional needs.</p> <p>Ensure that the curriculum and other aspects of school life e.g. assemblies proportionately represent pupils with additional needs.</p>	<p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Assessment tools to be implemented to ensure that the progress of pupils with additional needs is finely tracked and monitored (B Squared, Boxall).</i></p> <p>Finely tracked assessment will contribute to appropriate targets and finely tuned planning</p>	<p>All staff</p> <p>SENCO to lead</p> <p>SENCO to lead</p>	<p>Dec 2020</p> <p>Dec 2020</p> <p>April 2020</p>	<p>The curriculum will be representative of pupils with disabilities.</p> <p>Assessments will be accurate and demonstrate progress.</p> <p>Targets and planning will be aspirational and appropriate to the child's needs.</p>

	Staff training to support understanding for HI pupils from the Teacher of the Deaf.		being set for pupils with additional needs.			
Improve and maintain access to the physical environment	<p><i>Explain your school's approach here. Example:</i></p> <p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • Ramps • Disabled parking bays • Disabled toilets and changing facilities • Hi-viz markings as required to support pupils' with visual impairments • Hand-rails implemented where required to support toilet access 	To continue to adapt the environment for pupils as they move through the school.	Access through ramps, appropriate classroom and hi-viz markings to be implemented as appropriate.	SENCO and site supervisor.	Annually	Pupils with additional needs will have the appropriate adaptations made so that they are able to access their environment.
Improve the delivery of information to pupils with a disability	<p><i>Explain your school's approach here. Example:</i></p> <p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • Training for staff on how to support HI and VI pupils 	To ensure that the curriculum is delivered in a way that is accessible to all pupils.	Staff training to be implemented for VI and HI pupils are required. Visuals to be used as part of school signage.	SENCO Class teachers	As required Dec 2020	

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| | <ul style="list-style-type: none">• <i>Pictorial or symbolic representations – communication in print timetable used</i>• <i>Use of visuals throughout the curriculum to support understanding</i>• <i>Coloured books and paper in place</i> | | | | | |
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Executive Principal.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Key Stage 1 – one storey but stairs in place leading to the hall. Key Stage 2 – two storeys. Toilets are downstairs.	Classrooms to be allocated on the lower floor as required for pupils with disabilities.	SLT/SENCO	Annually
Corridor access	Corridors are wide.	No further action.		
Lifts	Chair lift in place within KS1 to ensure access to the KS1 hall.	Ensure the chair lift is maintained.	Site supervisor.	Annually.
Parking bays	In place within the school car park.	No further action.		
Entrances	Provides wheelchair access. Surfaces are flat and doors entrances are wide.	No further action.		

Ramps	Ramps in place alongside step access from the playground to KS1 hall. Ramp in place by the back playground to ensure access from the back gate entrance. Ramps fitted to quad to support wheelchair access where surface was uneven.			
Toilets	Disabled toilets in place (2x with KS1) and (1x in KS2). Available for visitors and pupils. Additional handrails added to pupil toilets to support access.	Additional handrails to be added to the pupil toilets as required.	Site Supervisor	Annually
Reception area	Large reception area. Wheelchair access. Main reception window is at wheelchair height.	Consider hearing loop within the main reception.	Site Supervisor	Dec 2021
Internal signage	Lack of visual signage across the school.	Communication trust visuals to be implemented as required.	SENCO	Dec 2020
Emergency escape routes	Clearly sign posted and accessible. PEEPS in place for pupils as required.	No further action.		

Exeter – a learning community

Accessibility Plan

Reviewed Jan 2019

Targets	Strategies	Success Criteria	Timeframe	Responsibility	Actions to Date (Red denotes 17-18 actions) (Blue denotes 18-19 actions) (Purple denotes 19-20 actions)
Increasing the extent to which disabled pupils can participate in the school curriculum.					
To update staff training on working effectively to support children with disabilities and SEN.	Training in staff meetings	Teachers will be confident in the ways they can effectively support children with disabilities and SEN.	Ongoing	SENCO	To date: Communication Friendly Schools, Dyslexia, ASD and Speech and Language Training has been provided. To review as part of CPD – especially for new staff. CPD audit for staff. Staff training provided on: Dyslexia – 16 th Jan 18 ADHD – 23 Jan 18 Training on QFT strategies provide by IFTL pupil support lead. Training provided for staff on how to write effective outcomes for pupils. Training for staff on Language Acquisition by IFTL S<. Training by SENCO on Dyslexia, dyspraxia.

<p>To ensure that TAs are trained to effectively deliver interventions and support to SEN children.</p>	<p>Training time</p>	<p>TAs deliver a range of interventions effectively. They are confident at supporting SEN children.</p>	<p>Ongoing</p>	<p>SENCO SLT</p>	<p>To date: Read Write Inc Phonics training Colourful Semantics CPD audit for staff. Staff training provided on: Dyslexia – 16th Jan 18 ADHD – 23rd Jan 18 TA training on Precision Teaching – Training plan in place Staff training - ELKLAN SALT training.</p>
<p>To ensure that all children can access before and after school clubs.</p>	<p>Review after school provision so that all children can access after-school clubs.</p>	<p>All children, including those with disabilities, will be able to access after school clubs.</p>	<p>May 2018</p>	<p>SENCO Breakfast and Tea-Time Lead</p>	<p>Children with additional needs have been supported through 1:1 support to ensure they can access wrap around care.</p> <p>Visual structure and calm spaces implemented for pupils with additional needs as appropriate. This provision remains in place. This provision remains in place.</p>
<p>Improving the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school.</p>					

To ensure ramps are fitted to external doors to aid wheelchair access.	Audit of environment.	Ramps will be fitted to external doors as necessary.	Ongoing	SENCO	To date: Ramps have been fitted to the necessary doors in FS1 to aid wheel chair access. Ramps no longer requires in FS2.
To ensure that, where wheelchair access is required, classrooms are easy to navigate and unnecessary furniture is removed.	Audit of environment	Classrooms will be clear of unnecessary furniture and support wheelchair access.	Ongoing	SENCO Class teacher	To date: FS1 classroom layout adapted to facilitate wheelchair access. Year 1 classroom has now been adapted as appropriate. Year 2 classroom has been adapted as appropriate. Provision is being considered for Year 3.
To ensure that that the chair lift from the main corridor to the hall is in good working order.	Audit of environment.	The chair lift will be working in order to aid access to the hall.	As soon as possible.	Site supervisor/Compliance manager.	To date: Attempts have been made to repair the chair lift. Issues still ongoing. Ramp is now in good working order. No further updates.
To ensure that the school environment is appropriate to support pupils with visual impairments.	Audit of the environment in conjunction with the Visually Impaired Team.	Pupils in FS2 will be able to safely navigate the FS2 environment.	SENCO VI Team		To date: Learning environment adapted in line with VI team recommendations. Close liason with the VI team. PEEP in place.

					<p>Exeter continue to work with the VI team.</p> <p>Classroom environment has been adapted to meet needs. Markings reapplied to the playground.</p> <p>New classroom environments updated as require. Accessing support from external agencies as required.</p>
Improving the delivery to disabled pupils' of information which is readily accessible to pupils who are not disabled.					
To ensure that all parents and other members of the school community can access information that is provided to non-disabled members of the community.	Written information will be provided in alternative formats as required.	Parents and members of the school community will have access to accessible documents.	As required	As required	<p>Documents provided on request.</p> <p>A range of methods are used to ensure that parents and pupils can access information e.g. email, text message and Dojo.</p>