

The Community of Saints Church of England Federation



Accessibility Policy and Plans

At the Community of Saints Church of England Federation, we believe in the concept of the learning community and lifelong learning. Through our teaching we aim to equip children with the skills, knowledge and understanding necessary to become independent learners, with the ability to make informed choices about the important things in their lives. We believe that appropriate learning and teaching experiences help children to continue to develop and explore their potential.

At The Community of Saints Federation our values reflect our commitment to schools 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 schools are important and included. We promote an ethos of care and trust where every member of our 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 environment, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

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. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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.

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

The Community of Saints Federation 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 federation recognises and values parent's 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 Community of Saints Federation Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school 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 Community of Saints Federation 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.

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.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Full Governing Body (FGB).

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.

Appendix 1 – St James’ C of E Primary School Accessibility Audit

Physical access audit and plan				
Item	Issue	Yes	No	N/A
1	Is furniture and equipment selected, adjusted and located appropriately?	X		
2	Are pathways and routes logical and well signed?	X		
3	Do you have emergency and evacuation procedures to alert all students?	X		
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	X		
5	Do furniture layouts allow easy movement for students with disabilities?			X
6	Are quiet rooms/calming rooms available to children who need this facility?		X	
7	Are car parking spaces reserved for disabled people near the main entrance?		X	
8	Are there any barriers to easy movement around the site and to the main entrance?	X		
9	Are steps needed for access to the main entrance?		X	
10	Do all steps have contrasting edging?		X	
11	If there are steps, is a ramp provided to access the main entrance?			X
12	Is there a continuous handrail on each ramp and stair flight and landing.		X	
13	Is it possible for a wheelchair user to get through the principal door unaided?		X	
14	If no, is an alternative wheelchair accessible entrance provided?		X	
15	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?		X	
16	Do all internal doors allow a wheelchair user to get through unaided?		X	
17	Do all the corridors have a clear, unobstructed width of 1.2m?		X	
18	Does each building have a wheelchair accessible toilet?	X		
19	Does each building have accessible changing rooms?			X
20	If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings?			X
21	Does the building have a lift that can be used by wheelchair user to allow access to different levels?			X
22	Is there a continuous handrail on each internal stair flight?			X
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.			X
24	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?		X	
25	Are non-visual guides used to assist people to use the buildings?		X	
26	Could any of the décor be confusing or disorientating for students with disabilities?		X	
27	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)		X	

28	Is a hearing induction loop available (either fixed or portable) in the school?		X	
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Learning access and audit				
Item	Issue	Yes	No	N/A
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?		X	
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	X		
3	Do all staff seek to remove all barriers to learning and participation?	X		
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	X		
5	Are all children and young people encouraged to take part in music, drama and physical activities?	X		
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?	X		
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	X		
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	X		
9	Do you provide access to appropriate technology for those with disabilities?	X		

Information access and audit plan				
Item	Issue	Yes	No	N/A
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?		X	
2	Do you have the facilities such as ICT to produce written information in different formats?	X		
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?		X	

Appendix 2a – St James’ C of E Accessibility Plan

Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

Current Good Practice

The school has made good progress in ensuring the physical environment is accessible for pupils with disabilities. Furniture and equipment is selected, adjusted and located appropriately to meet the needs of all pupils. Pathways and routes throughout the school are logical and well-signed to guide pupils. The school also has effective emergency and evacuation procedures in place to alert all pupils, including those with disabilities.

Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
Ensure all steps have contrasting edging	<ul style="list-style-type: none"> - Audit all steps and staircases in the school building and identify those without contrasting edging - Source and install high-visibility, contrasting edging on all steps - Ensure edging is maintained and replaced as needed 	<ul style="list-style-type: none"> - All steps and staircases in the school have clearly visible, contrasting edging - Pupils with visual impairments can safely navigate steps and staircases 	Site Manager	6 months
Develop strategies to have quiet rooms/calming rooms available to children who need this facility	<ul style="list-style-type: none"> - Identify suitable rooms/spaces that can be repurposed as quiet/calming rooms - Equip the rooms with appropriate furniture, lighting, and sensory resources to create a calming environment - Develop a booking system and clear guidelines for staff and pupils on accessing the quiet rooms - Provide training for staff on supporting pupils who need to use the quiet rooms 	<ul style="list-style-type: none"> - At least 2 quiet/calming rooms are available for pupils who require this facility - Pupils with social, emotional or mental health needs can access the quiet rooms when needed - Staff are confident in supporting pupils who use the quiet rooms 	SENCO, Pastoral Lead	1 year

Appendix 2b – St James’ C of E Accessibility Plan

Increase the extent to which pupils with disabilities can participate in the curriculum

Current Good Practice

The school currently has arrangements in place for teachers and teaching assistants to receive the necessary training to effectively teach and support children with disabilities. All staff are committed to removing barriers to learning and participation, and they provide appropriately differentiated teaching to enable children with disabilities to make good progress. The school's focus on improving oracy skills, embedding a consistent approach to adaptive teaching and interventions, and fostering a values-driven school culture aligns well with supporting the participation of pupils with disabilities in the curriculum.

Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
To provide disability awareness training to enable all staff to understand and recognise disability issues	<ul style="list-style-type: none"> - Access appropriate external disability awareness training for all teaching and support staff - Ensure all new staff receive disability awareness training as part of their induction - Incorporate disability awareness into the school's ongoing professional development programme 	<ul style="list-style-type: none"> - All staff demonstrate an increased understanding of disability issues and how to support pupils with disabilities - Staff feedback indicates the training has been beneficial and has improved their confidence in supporting pupils with disabilities 	SENCo	Within 6 months
To improve access to appropriate technology for those with disabilities	<ul style="list-style-type: none"> - Conduct an audit of existing assistive technology and digital resources available in the school - Identify any gaps or areas for improvement in supporting pupils with disabilities through technology - Allocate funding to purchase new or upgrade existing assistive technology and digital resources - Provide training for staff on the effective use of assistive technology to support pupils with disabilities 	<ul style="list-style-type: none"> - A wider range of assistive technology and digital resources are available to support pupils with disabilities - Staff demonstrate confidence in using assistive technology to enable pupils with disabilities to access the curriculum - Feedback from pupils with disabilities and their parents/carers indicates improved access and participation in the curriculum through the use of technology 	SENCo, ICT Lead	Within 12 months

Appendix 2c – St James’ C of E Accessibility Plan

Improve the availability of accessible information to pupils with disabilities

Current Good Practice

The school currently has the facilities such as ICT to produce written information in different formats. This allows the school to provide information in ways that are accessible to pupils with a range of disabilities. However, the school recognises the need to ensure that information is consistently available in a user-friendly way for all people with disabilities, including staff, students, and parents.

Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
Audit the accessibility of current information provided to pupils, staff, and parents	<ul style="list-style-type: none"> - Conduct a comprehensive audit of all information formats and channels currently used by the school - Identify any barriers to accessibility for people with different disabilities (e.g. visual, hearing, physical, learning) 	<ul style="list-style-type: none"> - Audit report completed, identifying key accessibility gaps and areas for improvement - Feedback gathered from a range of stakeholders with disabilities on the accessibility of current information 	SENCO	3 months
Develop a strategy to improve the accessibility of information	<ul style="list-style-type: none"> - Determine the most appropriate formats, channels, and adjustments needed to improve accessibility based on the audit findings - Establish a process for regularly reviewing and updating information to maintain accessibility - Provide training for staff on creating accessible information 	<ul style="list-style-type: none"> - Accessibility strategy document completed, outlining clear plans and responsibilities - All staff trained on creating accessible information 	Head of school	6 months
Implement the accessibility strategy across the school	<ul style="list-style-type: none"> - Roll out new accessible information formats and channels identified in the strategy - Ensure all new information produced by the school meets accessibility standards - Monitor the effectiveness of the accessibility improvements and make adjustments as needed 	<ul style="list-style-type: none"> - Positive feedback from pupils, staff, and parents with disabilities on the accessibility of information - Reduction in accessibility-related complaints or concerns 	Exec Headteacher	12 months
Embed a culture of accessibility in the school community	<ul style="list-style-type: none"> - Incorporate accessibility awareness into staff induction and ongoing professional development - Engage with pupils, parents, and the wider community to promote the importance of accessible information - Celebrate successes and share best practises around improving information accessibility 	<ul style="list-style-type: none"> - Accessibility is a regular agenda item in staff meetings and governor discussions - Positive feedback from the school community on the accessibility of information and the school's commitment to inclusion 	Exec Headteacher, Governing Body	Ongoing