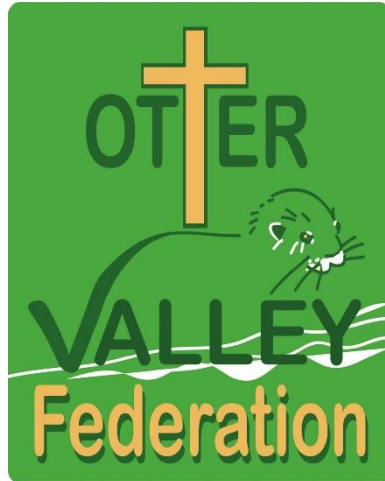


Believing and Achieving Together to be the Best We Can Be



***We aim to reflect God's love, " I have come that they
may have life, and have it to the full."
John 10:10***

Accessibility Policy

Policy dated June 2023

Otter Valley Federation Accessibility Policy

This plan was originally formulated by a working party consisting of the Executive Headteacher, both Heads of School, SENDCo, Premises lead Governors, Health & Safety Lead Governors, SEND Inclusion Lead Governors and consultation with all staff. The plan has now been reviewed by Executive Headteacher, both Heads of School, SENDCo, Premises lead Governors, Health & Safety Lead Governors and SEND Inclusion Lead Governors in June 2023.

In the Otter Valley Federation, Feniton and Tipton St. John Church of England (VA) Primary Schools, we aim to provide a welcoming environment which values diversity, promotes equal opportunities and has an ethos of inclusion to enable everyone to live out the school vision '**Believing and Achieving to be the Best we Can Be.**'

Otter Valley Federation strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the schools community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

Definition of a disability

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.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

We recognise:

Federations, Schools and LAs must:

- ❖ not treat disabled pupils less favourably; and
- ❖ take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the 'reasonable adjustment' duty)
- ❖ that Local Authority and school governors have the duty to publish Accessibility Strategies and Plans

Otter Valley Federation will also aim to work within the guidelines set out in the SEND Code of Practice and the regulations as detailed in the Equality Act 2010. We recognize that accessibility applies to the following areas:

- Preparation for entry to the school
- the curriculum
- teaching and learning
- classroom organization
- timetabling
- grouping of pupils
- homework
- access to school facilities
- activities to supplement the curriculum
- school sports
- school policies
- breaks and lunchtimes
- the serving of school meals
- interaction with peers
- assessment and exam arrangements
- school discipline and sanctions
- school clubs and activities

- school trips
- the school arrangements for working with other agencies
- preparation of pupils for the next phase of education.

Scope of the Plan

This plan covers all three main strands of the planning duty:

1. Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

In maintained schools the provision of a special piece of equipment or extra assistance will be made through the SEND framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEND route and those provided under the planning duty is that the SEND duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEND but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

2. Increase the extent to which disabled pupils can participate in schools' curriculums.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools will be expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework. The accessibility strategies and plans will help to ensure that schools are planning and preparing to respond to the particular needs of individual pupils.

3. Improving the delivery of information to pupils with disabilities.

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

Federation Policies

Equality for disabled pupils is included as an implicit aim in all of the federation's policies and is supported by the federation's other policies including:

- Curriculum Policy - School Policies
- Equality Policy
- Behaviour Policy
- Health & Safety Policy
- Admissions Policy
- Pre-school Admissions Policy
- School Asset Management Plan
- Outdoor Education and Visits Policy
- SEND Policy

The accessibility plan should also be read in conjunction with:

- Federation Development Plan FDP
- Each School Brochure

Aims

Otter Valley Federation aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this⁽¹⁾_(SEP) will include:

- ❖ having high expectations of all pupils
- ❖ finding ways in which all pupils can take part in the full curriculum including sport, music, and drama
- ❖ planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
- ❖ following Devon County admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly
- ❖ devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- ❖ planning the physical environment of the school to cater for the needs of pupils with disabilities
- ❖ raising awareness of disability amongst school staff (teaching and non-teaching) through training
- ❖ by providing written information for pupils with disabilities in a form which is user friendly.
- ❖ by using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- ❖ by examining our library and reading books to ensure that there are examples of positive images of disabled people

Actions to ensure equality for pupils with disabilities

1. We have undertaken an audit and at the present time have no pupils who are denied access to the curriculum in its widest sense because of a disability.
2. We will redo the audit on a 3 yearly cycle or if we are preparing to admit a child with a disability.

As a result of the audit, we shall:

- write an action plan which includes targets
- make Accessibility Plan known to all teaching and support staff, pupils and parents
- monitor the success of the Plan
- the Accessibility Plan will be reviewed annually by the governor lead for Premises. The Governing Board will report on how targets, when set, have been met.

Monitoring

Otter Valley Federation recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged and that monitoring leads to action planning. We will monitor :-

- Admissions
- Attainment
- Attendance
- Punctuality
- Effects of pastoral strategies
- Exclusions
- Selection & recruitment of staff
- Governing board representation

Otter Valley Federation Accessibility Plan 2022 - 2027

Aims:

1 To gather and use information

3 To improve the delivery of written information to all

2 To increase access to the school curriculum

4 To improve access to the physical environment of the school.

	2022-2024	2024-2025	2025-2026	2026-2027
Gathering Information	<ul style="list-style-type: none"> • Compile a register of children, and staff, with a disability Jan 2024 • Monitor participation and achievements of those on the register. • Questionnaires to seek views of those with a disability. • TSJ Schools Rebuilding Programme – provide all information. 	<ul style="list-style-type: none"> • Maintain a register of children, and staff, with a disability • Monitor participation and achievements of those on the register. • Survey the needs of Autism, Dyslexia, ADHD and review their needs. 	<ul style="list-style-type: none"> • Maintain a register of children, and staff, with a disability • Monitor participation and achievements of those on the register. • Questionnaires to seek views of those with a disability. 	<ul style="list-style-type: none"> • Maintain a register of children, and staff, with a disability • Monitor participation and achievements of those on the register. • Survey the needs of Autism, Dyslexia, ADHD and review their needs.
Increasing Access to school Curriculum	<p>All disabled pupils have access to all school curriculum activities, however,</p> <ul style="list-style-type: none"> • Need to investigate facilities for partially hearing (e.g. Hall). Training for use of microphone • Undertake LA Checklist Jan 2024 • Review PSHE to ensure disability is taught effectively, provide opportunities to meet 	<ul style="list-style-type: none"> • Review hearing loops, provision in classroom • On going staff training plus specific issues if pupils with disability start at Feniton • Undertake Autism Sensory Audit 	<ul style="list-style-type: none"> • On going staff training plus specific issues if pupils with disability start at Feniton 	<ul style="list-style-type: none"> • On going staff training plus specific issues if pupils with disability start at Feniton

	<p>people with a variety of disabilities, ensure books have positive images</p> <p>Review and ensure that staff have the appropriate training they need</p> <ul style="list-style-type: none"> • Review position in other areas of the curriculum, e.g. PE • Installation of hearing loop hall, if required • On going staff training plus specific issues if pupils with disability start at Feniton and that aware of SEND resources – epilepsy training, HI advisory teacher • Continue access to Google Class 			
Improving written information	<ul style="list-style-type: none"> • Use of ICT Whiteboards to be evaluated and equipment for dyslexia • Ensure that parents have the option of getting information in appropriate ways – e.g. large text, simple format • Ensure that the brochure and web site 	<ul style="list-style-type: none"> • Review signage around school 	<ul style="list-style-type: none"> • Use of ICT Whiteboards to be evaluated and equipment for dyslexia • Ensure that parents have the option of getting information in appropriate ways – e.g. large text, simple format • Ensure that the brochure and web site explicitly gives SEND information 	

	explicitly gives SEND information and welcomes a child/ren with SEND needs		and welcomes a child/ren with SEND needs	
Improving Physical Access	<ul style="list-style-type: none"> Review access, esp slope to playground Ensure consideration given to proposed future development of school – Liaise with LA and Diocese Furniture survey 	<ul style="list-style-type: none"> Side entrance to have disabled access with low threshold Ensure consideration given to proposed future development of school – Liaise with LA and Diocese Building colour scheme considerations (Review) 	<ul style="list-style-type: none"> Ensure consideration given to proposed future development of school – Liaise with LA and Diocese 	<ul style="list-style-type: none"> Ensure consideration given to proposed future development of school – Liaise with LA and Diocese