

# The Coastal Federation

**Bacton Primary School**



**Mundesley Infant School**



**Mundesley Junior School**



**ACCESSIBILITY PLAN 2018 - 2021**

|   |                               |
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| <b>Formally adopted by the Governing Body/ Trust of:-</b> | <b>The Coastal Federation</b> |
| <b>On:-</b>   | 01/06/2018                    |
| <b>Chair of Governors/Trustees:-</b>                      | <b>Annie Edwards</b>          |
| <b>Last updated:-</b>                                     |                               |

## Background

*This Accessibility Plan aims to be compliant 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 on progress of the Accessibility Plan over a prescribed period. This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by The Coastal Federation.*

In order to compile our original single equality scheme and accessibility plan the first time round we consulted with a group of people drawn from pupils on the school council, parents through a questionnaire, community and governors within a working party and staff within a staff meeting.

This document incorporates the school's plans to increase access to education for disabled pupils, staff, parents and visitors.

## Definition (Equality Act 2010)

"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" Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted or is likely to last more than 12 months.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. A significant number of pupils are therefore included in the definition.

### Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

## Statement

The school recognises and accepts the need to make all reasonable provisions: for the admission of any prospective pupils who are disabled, any staff who are appointed, parents or any visitors to school. The school has or has had pupils who have Autism, Dyslexia, Dyscalculia, Dyspraxia, Down's Syndrome, ADHD, Attention Deficit Disorder, Oppositional Defiance disorder and food allergies as well as those who have impairments in hearing, speech, sight and physical movement. Provision

for these pupils has been made in terms of medication, resources, specialist support, teaching support, the physical environment, policy development, risk assessment and the allowance of extra time in examinations. We have had children, parents and staff using crutches and staff with temporary disabilities. Adjustments have been made to the school environment to include these people. The school cooperates with parents in the administration of medication to those children with permanent medical conditions, such as asthma, whose education would be severely disrupted if it was not available at school. We are all trained in the use of the epi-pen for anaphylaxis, furthermore, the school is willing to discuss the administration of medication to pupils who may require it from time to time e.g. after illness.

### Provision

When planning the extent to which disabled pupils can participate in the school curriculum we consider:

- The impact the delivered curriculum has upon pupils with disabilities.
- The effectiveness of short term planning in identifying the range of reasonable adjustments being made.
- The appropriate deployment of adult and peer support and the effective training of adults involved.
- How the curriculum supports awareness of and positive attitudes towards, disability.
- Effective access to specialist advice and support.
- Resource development.

In improving the physical environment of the school we consider

- Improvements to or advice about lighting, signage, colour contrast, the acoustic environment, floor coverings
- Improvements to and provision of toilets, washing and changing facilities.
- The layout of the playground and other common areas.
- The provision of particular furniture and equipment to improve access.

### Strategy

As part of the school's accessibility planning, the school has adopted the following approach:

- To carry out an audit of the accessibility of the school's physical environment in order to allow the free movement of disabled pupils around the school. The school will do everything possible within its budgeted resources to provide facilities. The audit of the physical environment will include a section on reducing an adverse impact on people with a disability. In addition, we complete risk assessments which will identify interim issues.
- To review the school's curriculum to ensure that disabled pupils are not disadvantaged in any way and that all subjects and activities are available to them.
- To recognise that making the school's premises, curriculum and admission procedures more accessible to disabled pupils is not enough in itself. The school must also ensure that the minds of its entire staff are accessible to the individual needs of the disabled pupil. Therefore, the school recognises the importance of developing a culture in which both teaching and non-teaching staff conform to the spirit as well as the letter of the Act. Members of staff are supported by the SENCO, external advisors and are helped in writing Pupil Passports to provide reasonable adjustments; and we have regular review meetings to evaluate the effectiveness of these adjustments. The school will consider the provision of disability awareness training within staff development programmes.
- To train teachers on differentiating the curriculum enabling them to fully meet the requirements of disabled children's needs with regard to accessing the curriculum.

- To plan out of school activities which ensure the participation of the whole range of pupils by being conducted in an inclusive environment with providers that comply with legislative requirements.
- To optimally organise classrooms to promote the independence and participation of all pupils
- To have an informed staff about the disabilities present in school (both staff & pupils) and the strategies needed to support their learning or working
- In order to consider all the implications of an open access policy with regard to disabled policies, the L&S and R&S committees will review the SES, health and safety, SEN, and any other relevant policies as appropriate.
- This plan will be reviewed in accordance with the governors review cycle (currently reviewed annually and renewed every 3 years).
- The important content of school documentation can comply with dyslexia friendly fonts and formats on request.
- This plan will be published on our website and all parents and community will have the opportunity to access a copy online or a paper version through school.

#### Our audit

Disability is primarily associated with; P Physical impairment, S Sensory impairment, LD Learning difficulty. MC Medical condition, MI Mental illness, SpLD Dyslexia, ADHD, Dyspraxia, ASD, Tourettes, SEBD Social, emotional and behavioural difficulties, Sp&L Speech and Language Difficulties.

| Disability                           | P | S | LD | MC | MI | SpLD | SEBD | Sp&L |
|--------------------------------------|---|---|----|----|----|------|------|------|
| Pupils                               |   |   |    |    |    |      |      |      |
| Employees/<br>Volunteers             |   |   |    |    |    |      |      |      |
| Parents/<br>Visitors (as we<br>know) |   |   |    |    |    |      |      |      |

#### General targets:

| Action   | Success criteria  | Lead person | Timescale        | Review                              |
|--|---|-------------|------------------|-------------------------------------|
| Carry out up to date disability audit to raise awareness of issues within the whole school community   | Audit table above can be completed and reasonable adjustments are in place                                  | BD HP       | Autumn term 2018 | As appropriate, annual if needed.   |
| Increase knowledge of disability and disability legislation of lead person in order to facilitate the raising of the awareness of whole school regarding duties. | Disability awareness planned and delivered to lead person<br>Disability awareness provided to whole school. | BD HP       | Autumn term 2018 | Update any gaps in staff knowledge. |

|  |   |                            |                  |                       |
|--|---|----------------------------|------------------|-----------------------|
| Increase staff awareness of how children with disabilities access the curriculum   | Renew curriculum approaches and provision with staff as appropriate   | All Staff                  | When appropriate | When appropriate      |
| Agree and formalise systematic procedures that collect views of reasonable adjustments by pupils with a disability, their parent and advocates | Questionnaire / Meet with Parents   | Class Teacher / parent/ HT | Autumn term 2018 | Annual as need arises |
| Continue liaison with feeder school and nursery to ascertain likely future needs   | School will be prepared for intake of any pupils with disabilities or aware of any adjustments required for parents | HT / R&S Committee         | Annually         | Annual                |

Improving Curriculum access:

| Action  | Strategy  | Outcome   | Timeframe          | Achievement  |
|---|---|---|--------------------|--|
| Training for Awareness Raising of Disability Issues | Provide training for governors, staff, pupils and parents.<br>Discuss perception of issues with staff to determine the current status of school | Whole school community aware of issues relating to Access and the requirements of the Equality Act 2010 | Before end of 2018 | Society will benefit by a more inclusive school and social environment |

Improving the Delivery of Written Information:

| Target | Strategy | Outcome | Timeframe | Achievement |
|--------|----------|---------|-----------|-------------|
|--------|----------|---------|-----------|-------------|

|   |  |   |                |   |
|---|--|---|----------------|---|
| Availability of written material in alternative formats including school brochure, newsletters and other parental information | The school will investigate the LA services available for converting written information into alternative formats. | The school will be able to provide written information in different formats when required | As appropriate | Delivery of information to disabled pupils and parents improved |
|---|--|---|----------------|---|

Improving the Physical Access:

| Target                             | Strategy   | Outcome   | Timeframe | Achievement   |
|------------------------------------|--|---|-----------|---|
| Accessible Car Parking             | Disabled bay to be clearly marked and respected  | Disabled bay is available when required                                     | Ongoing   | The school is seen as facilitating and respecting those with disabilities       |
| Respond to needs as they arise     | Continued liaison with feeder school<br>Being aware of possible adjustments when budget planning | The physical environment of the school is suitable for the school community | Ongoing   | All pupils, parents and visitors are able to access all areas of the school     |
| Raise awareness of possible issues | Take advice from LA Disability Coordinator   | Professional advice as to possible areas of improvement to physical access  | Annual    | The school will be aware of the latest guidelines and can respond appropriately |

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and renewed every three years. This plan reflects new statutory requirements for the setting of Equality Objectives.