



God values everyone within our community. The values of respect, kindness and encouragement are at the heart of all we do; seeking to help others to know the radiance of goodness and light; and aiming to unlock everyone's potential so that they can shine as lights in our wonderful world.

The Purpose of this Plan

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The Governing Body has three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

In addition, the Equalities Act 2010 states public bodies must eliminate all forms of discrimination, advance equality of opportunity and foster good relations to each of the protected characteristics designated under the laws. As part of this law and our Federation vision for pupils to 'Shine as lights in the world', we wish to extend the duties above so that reasonable adjustments are made to ensure all pupils are not at any substantial disadvantage.

This plan sets out the proposals of the Governing Body of the school to increase access to education for the above pupils in the areas required by planning duties in the Acts:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) focusing on how we deliver information, which is often only provided in writing to improve accessibility for all including disabled parents.
- d) ensuring the equality of those with protected characteristics and in particular to those questioning identity so that they can feel included in all aspects of the curriculum and be accepted as such.

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.

What does accessibility and inclusion mean for our school?

We are committed to providing a school that can be accessed, understood and used to the greatest extent possible by all people regardless of their ability or disability.

When reviewing or redesigning our school environment (such as our buildings, technology, information, communication or culture) we will be guided by the following:

- Provide the same means of use to enable access for all users: identical whenever possible; equivalent when not
- Avoid segregating or stigmatising any users
- Provisions for privacy, security and safety are equally available to all users
- Ensure dignity in use for all users

Definition of disability

The definition of disability is set out in the Equality Act 2010, Part 6:

‘A physical or mental impairment which has a substantial and long term effect on a person’s ability to carry out normal day to day activities’.

Reasonable adjustments for disabled people

Where something the school does places a disabled person at a substantial disadvantage compared to a non-disabled person, we will take all reasonable steps to try to avoid that disadvantage. This may mean changing the way we work, providing extra equipment or removing physical or other barriers.

Information about our school

At The Saints Federation we are working within a national framework for educational inclusion provided by:

- SEN & Disability Act 2001
- Special educational needs and disability code of practice: 0 to 25 years 2015
- The Disability Discrimination Act (amended for schools 2001)
- Code of Practice for Schools (Disability Rights Commission)
- Equality Act 2010

You can find out more about our schools on our website

<https://federationschools.org/>

What we have in place to make our school accessible

At The Saints Federation we aim to provide a positive learning experience for all. We are committed to working together with all members of our school community to create an inclusive culture which offers an accessible, balanced, high-quality curriculum for all pupils, including those with Special Educational Needs and Disabilities. Our aim is to impart children with adequate skills, which they can then transfer to future learning. We believe that through building strong relationships with parents, carers and pupils we can encourage high expectations and raise aspirations.

As part of the graduated approach we regularly communicate with Senior Leaders, Teaching and Learning staff, Parents/Carers and pupils to make any adjustments necessary to the accessibility plan.

Ensuring that disabled pupils participate in all areas of the curriculum to its full extent.

Lessons are adapted to meet the needs of all learners and include a range of adjustments and provision. Reasonable adjustments are made in all lessons, including PE, where staff ensure pupils continue to participate in activities which are adapted for each individual disability. Adaptions are made within a culture of inclusivity.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and any associated services.

Hapton CEVA Primary School

Hapton Primary School is a single storey Victorian building with several access points including a front and rear ramp. The main school building and external hall include a large disabled toilet. The main disabled toilet includes an electric changing table. Each classroom has a clearly marked fire exit and all internal school doors are linked to the fire alarm and operate on a self-closing mechanism. Each classroom has an interactive SMART board which allows for larger font and if required tinted screen. Bespoke ramps are available on site to aid movement around the main building in the event of wheelchair access being required. There is an additional ramp for hall access.

All Saints, Winfarthing Primary School

Winfarthing Primary School is a single storey construction on one level, with several access points. The main school building includes a disabled toilet and shower. The school hall also has a disabled toilet. Each classroom has a clearly marked fire exit and all internal school doors are linked to the fire alarm and operate on a self-closing mechanism.

Each classroom has an interactive SMART board which allows for larger font and if required tinted screen.

St Andrews CEVA Primary, North Lopham

St Andrews Primary school is a two storey Victorian building. Children are not allowed access to the upstairs areas which is made via a steep and narrow staircase. The ground floor main school area is accessible at ground level from the main reception area. Each classroom has a clearly marked fire exit and all internal classroom doors are linked to the fire alarm and operate on a self-closing mechanism. There is a large disabled toilet which is accessible to wheelchairs. There is one external building called 'The Mess' which is accessible to wheelchairs and has a large disabled toilet. There is a kitchen facility in this building.

Each classroom has an interactive SMART board which allows for larger font and if required tinted screen.

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

Information normally given out in writing can also be given out in alternative ways if requested. The majority of our information is now sent out via email which allows an adjustment of font size and can be viewed on individual personal devices. We have access to iPads which would enable content to be recorded if a member of the school community required this adjustment.

Ensuring that any individual who is questioning identity can access both curriculum and facilities where appropriate

We will ensure that any individual who is questioning identity can access both curriculum and facilities where appropriate the federation's uniform criteria makes no distinction between boys and girls. At present all toilets, although (are) labelled girls and boys have the facility to be gender neutral. All sites have disabled facilities which are currently gender neutral. Staff have been trained to listen empathetically to all children and will make adjustments where appropriate. This would take place in communication with parents and carers.

How will it happen

This plan is under constant review, depending on the abilities, disabilities and individual needs of the pupils and the wider community that come into contact with our federation.
A Risk assessment may need to be implemented to enable the best access for each individual in our school.

Challenges to accessibility that we want to address

Access to St Andrews site by disabled students will be more suitable through the update to our main pathway from the entrance gate to the main building.

1. Action Plan

	What we are doing	What will it mean for students	Who is responsible for achieving it	When it will be achieved
1	At St Andrews Primary School we are having a clearly marked disabled parking space created away from the main staff car park.	Our students will be able to access the school site safely and away from moving traffic. The space will ensure disabled access is closer to the school gate and on level ground.	Head teacher/Business Manager	Completed
2	At St Andrew's CEVA Primary School we are having the main path to school resurfaced to ensure this is accessible on foot and for those people who have a wheelchair or mobility difficulties.	Our students will be able to access the site safely and can be accompanied by parents and carers. Path will ensure ease of access for everyone including those with mobility issues, wheelchairs and other specialist equipment, difficulties with vision.	Headteacher and PA to the Leadership Team	