



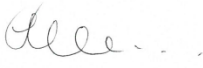
### Shillington and Stondon Lower Schools' Joint Federation ACCESSIBILITY PLAN

Author, date and title	Reviewed and ratified on (delegated to R&P committee)	Next review due date	Statutory Requirement
Sarah Woodham, January 2022.  Joint Federation Accessibility plan	January 2022	January 2025 (every 3 years)	Yes

***As Values Schools, Shillington Lower and Stondon Lower ensures that all its policies, principals and practices adhere to the Values Education ethos.***

***We are committed to recognising, valuing and respecting the diversity of our schools' communities. We adhere to the Local Authority's Equal Opportunities Policy and the Equality Duty 2010. We welcome all members of the schools' communities irrespective of race, ethnic or national origins, religious and political beliefs, gender, disability, sexuality, age, marital status and linguistic ability. We will ensure equality and value diversity, and address any unfair treatment, discrimination and prejudice.***

***All our schools' policies include the Pixie class (Shillington) and the before and after school club (Stondon).***

Head Teacher: 

Date: 27/01/2022

Chair of Governors: 

Date: 27/01/2022

## **1. Introduction**

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995). Under this act, all schools should have an Accessibility plan. We are 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.

## **2. Objectives of the plan**

To increase access to the school curriculum and to full participation in the school community for pupils, prospective pupils and adults with a disability in accordance with the school's planning duties under the Equality act of 2010.

## **3. The schools' existing accommodation provision for pupils and adults with a disability**

Shillington and Stondon Lower schools are fully committed to providing an environment in which children and adults with a disability have access to all areas of learning. This is embedded in our Values, culture and ethos, is underpinned by our intention to 'Value Everyone, Value every chance, Value Every day' and is embedded within our SEND and Behaviour and Relationships policy.

**At Shillington Lower school** all accommodation is on the ground floor in the main block and the standalone preschool unit. All entrances, including classroom entrances, allow for wheelchair access. There is a large toilet facility/first aid room with hoist and medical bed/shower room suitable and equipped for people with a disability in the main building and an accessible toilet in the standalone preschool. We currently have 2 pupils in our school who have a physical disability, both of whom use adapted equipment to support their needs.

**At Stondon Lower school**, all curriculum based accommodation is on the ground floor. The original School House building has office and resource space upstairs although other office and resource space is also available on the ground floor. There is a ramp up from the playground into school building and wheelchair users can access the School House using the same ramp. There is a toilet facility that has accessible access on the ground floor. The 2010 new build extension includes a hearing loop.

Both schools work closely with occupational therapists and physiotherapists as well as speech and language therapists, autism advisory teachers, sensory advisory teachers, behaviour support specialists, and the school health team. We also work with a number of professionals to train, advise and support us, including whole school autism training.

## **4. The schools' duties**

The school and its Governing Board recognise their duty under the Equality Act of 2010.

- Not to discriminate against pupils, potential pupils, or adults on the grounds of disability in the provision of education and in respect of admissions and exclusions from school.
- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To publish an accessibility plan detailing how to increase access to education for disabled pupils.
- To ensure that Personal Evacuation Plans (PEEP) are in place for those with a disability. These are kept in the office and shared with those that are working closely with the relevant individual(s).
- To ensure that any specialist equipment is fully functioning and maintained with regular checks at appropriate intervals when in use.
- To ensure that all strategies from Education and Health Care plans (EHCPs) are actioned to enable those children to have full access to the curriculum.

#### **5. The Vision and aims of the Federation relates to all children and adults**

**We will provide a broad and balanced curriculum, rich in key skills and experiences which develops each child as an independent learner.**

**We will create a happy, safe and stimulating learning environment where the children feel safe, nurtured and are inspired to achieve their potential.**

**We will be an outward facing school drawing on the valuable knowledge, experience and life skills from our stakeholders, local community and from our environment.**

**We will teach children the importance of using and showing values and applying these in all aspects of their life**

**We are welcoming without exception; we take pride in similarities and differences whatever they are.**

**We will empower our children to be curious, adventurous, innovative, independent learners who are ambitious for themselves and each other. We want them to**

**maximise every opportunity, overcome challenges and fulfil their potential as responsible citizens**

**We will provide a balanced framework of academic and holistic support to create and nurture the physical and emotional wellbeing of everyone.**

## **6. Meeting the planning duties**

	Action/school	Success criteria	Resources and time frame	Evaluation
To raise awareness with all staff of disability equality including hidden disabilities, mental health and wellbeing	BOTH SCHOOLS  Whole staff CPD on awareness of disability and its impact where appropriate and timely.	Staff are aware of the needs of pupils and other staff (where it's appropriate)	Improving disability awareness. Inset 2022/3 programme	
All staff to have some knowledge and understanding appropriate to their role of Autism and other neurological conditions as appropriate	BOTH SCHOOLS  All staff (relevant to role) to attend Autism awareness training and other specific training related to schools	Staff are aware of the needs of pupils and other staff (where it is appropriate)	Improving knowledge and awareness of specifically relevant areas as they arise and are relevant to our community. Engage with lead professionals to upskill staff.	

Improving all classroom staff understanding of language development	BOTH SCHOOLS  Implement a range of language training: Eklan, NELI (Nuffield Early Language Intervention) as well as specific language intervention for specific needs	Children with language deficits are enabled to access the curriculum	Eklan training already undertaken by 3 staff members in 20/21 will be disseminated to class room staff in 21/22	
---	---	--	---	--

## 7. Improving the school environment

	Action/school	Success criteria	Resources and timeframe	Evaluation
Classrooms are optimally organised to promote the participation and independence of all pupils.	BOTH SCHOOLS  Review and implement a preferred layout of furniture and equipment to support the learning process in on individual class basis. Use of visual timetables across the school where appropriate to do so.  Implement any specific advice about room layout/organisation (EY/class with pupils with physical disabilities/difficulties)	Children have ready access to a range of resources to support their learning.	Annually according to sage and stage of pupils and needs within each class.	
All SEND children will be detailed on a support register and	BOTH SCHOOLS  Relevant school staff engage with SENCO/parents/child and other external professionals to	Provision map is up to date and forms a key part of the planning process for all pupils	Termly for all SEND pupils at Wave 2 support	

have individual pupil provision plans which are updated regularly with parents and carers	provide access to the curriculum		Appropriate processes at Wave 3 (EHC)	
To monitor accessibility for pupils and adults with physically disabilities in school.	BOTH SCHOOLS  Stakeholder questionnaire used to inform actions and update action plan	Awareness of the needs of the school community	Annually as new pupils join the schools  (spring term)	
To provide support for pupils to enhance emotional wellbeing	BOTH SCHOOLS  Members of both schools have trained staff able to deliver nurture and self worth interventions  All staff have regular emotional health updates and training opportunities  Wellbeing is a high profile focus of the 5 ways to wellbeing and links with vision and aims of both schools	Mental Health and wellbeing policy	Use of the Pupil Attitudes to school and self (GL survey) to monitor especially during/post pandemic  Staff briefings held weekly highlight particular children	
To maximise opportunities to have language rich environments	BOTH SCHOOLS Staff to work on variety of resources available and classroom layout Maximising input from Speech and	All classrooms support children who have sensory processing difficulties/language development delays/ASD/Dyslexia	2022 – 2023 SDP	

	language training and EY reforms			
--	----------------------------------	--	--	--

## 8. Written information

	Action/School	Success criteria	Resources and Timeframe	Evaluation
Ensure that written material is available in alternative formats where requested.	<p>BOTH SCHOOLS</p> <p>Through the stakeholder survey office staff and relevant classroom staff are aware of the needs of members of the school community and address any needs for adaptation</p>	The school will be able to provide written information in different formats when required for individual purposes.	As needed	

## Meeting specific needs

	Action/School	Success criteria	Resources and Timeframe	Evaluation
To ensure effective transition for all pupils with additional needs between classes, phases and between schools	<p>BOTH SCHOOLS</p> <p>Transition meetings between class teachers for in school transitions.</p> <p>Year 4 staff and SENDco meet with receiving schools (Y4/5)</p>	Children with additional needs experience effective transition	Annually (summer term)	
Ensure that the medical needs	<p>BOTH SCHOOLS</p> <p>To ensure the Supporting Children with Medical</p>	Reviewed as part of Safeguarding	Annually	

of all pupils and staff are met to ensure equal access	Needs policy is up to date with the most recent guidance.  Ensure all staff adhere to the medical needs policy.	Governor visit and explicit reporting annually in the HT report to Governors.		
To ensure that all pupils with disabilities can access sports activities	BOTH SCHOOLS  Sports activities and equipment are adapted to meet the needs of all pupils to ensure full participation and extra adult support is provided and used where it is needed e.g. swimming	Pupils with disabilities participate fully in sports activities.	Advice taken from external agencies where appropriate.	

## 9. Monitoring and Evaluation

The Resources and Planning Committee are responsible for reviewing the Accessibility Plan. Different Governors play a significant specific role including the SEND governor, Equality Governor and Health and Safety Governor.

## 10. Links to Other Policies

- Equality information and objectives statement
- Special Educational Needs and Disability Policy
- Supporting pupils with medical needs policy
- Health and Safety policy
- Health and Wellbeing policy
- School Development plan