

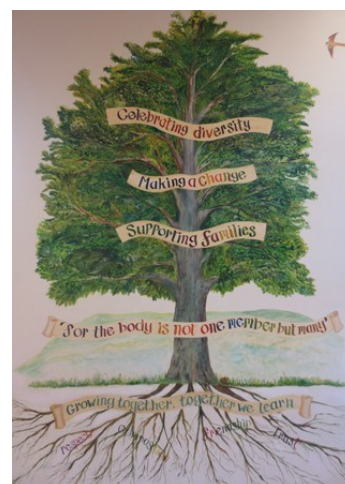
MISSION STATEMENT

For the body is not one member but many. Corinthians 14: 12-14

Growing Together. Together we learn.

Our vision reminds us that the body of Christ, or the people that are the whole of humanity, are a team. The body is not supported by one person, but by all of us. We are one; we are strongest working together in unity. As we all work together we demonstrate our Christian values of respect, compassion, friendship and trust.

Our ambition is to: Celebrate diversity, Make a change, and Support families.



Accessibility Plan

Summer term 2023 to Summer term 2025

Date agreed: 6.12.21

Review date: Autumn term 2023

Developed by: Jane Whitehouse-Sharpe (Headteacher) , Jayne Cottingham (SENDCo)

Approved by: Local Governing Body, SAST Trustees

1. Introduction

All schools must have an Accessibility Plan. This is required by law (Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for pupils with a disability
- b) improve the physical environment of the school for pupils with a disability
- c) make written information more accessible to pupils with a disability by providing information in a range of different ways.

This is our school Accessibility Plan.

2. School context

Shillingstone CE Primary School is a caring and highly inclusive primary school and is accessible for all. We have a modern, purpose-built building which is situated in the heart of Shillingstone, in rural North Dorset. The building is situated on one level and all children can access all areas both inside and outdoors. The school building was opened in October 2010. We have 96 children on roll (as at September 2021).

3. Vision and aims

Our aim is for everyone at Shillingstone CE Primary School to feel welcome, valued, confident and included in the school community. We are committed to providing an accessible curriculum and environment to make this happen. We want our pupils with a disability to:

- be fully included in school life
- actively take part in high quality learning
- thrive and enjoy their learning
- develop the skills to go on and lead fulfilled lives as adults
- be empowered, confident and able to function as independently as possible.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

4. Objectives

At Shillingstone CE Primary School, all staff and governors will be aware of the duty to support pupils with a disability, in line with the Equality Act 2010.

Staff will work to remove disadvantage faced by pupils with a disability by adopting a 'can do' attitude, having a flexible approach to teaching and by incorporating modifications into the curriculum and environment.

Person-centred systems will be in place to support the inclusion of pupils with a disability, for example, Moving & Handling Risk Assessment and Care Plans, Individual Healthcare Plans, Communication Passports and Transition Plans, Individual Support Plans (ISPs), PEEPS (Personal Emergency Evacuation Plans).

We will continue to improve the physical environment and facilities on offer to enable pupils with a disability to fully access the school site.

5. Other policies

Our Accessibility Plan complements and supports our:

- Special Educational Needs and Disability Policy and SEN Information Report
- Supporting Pupils at School with Medical Conditions Policy
- Equality Information and Equality Objectives.

It can also be read alongside the following school documents:

- Child Protection Policy
- Curriculum Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Behaviour Policy
- School Development Plan

6. Pupil data

We ask for information about any disabilities or health conditions in early communications with new parents and carers, in addition to carefully observing our pupils' progress.

Current pupil data shows that at the start of the 2021/2022 academic year, 0% percent of our pupils were regarded as disabled under the Equality Act 2010. Our pupils have the following areas of need:

Within the SEND register for the school the main four areas of need are and the % of pupils -

Communication and interaction - 12%

Cognition and learning - 6%

Social emotional mental health -0%

Physical need - 1%

7. Audit

To help us develop our Accessibility Plan, we undertook an environmental audit of Shillingstone CE Primary School. This told us that:

- Our school is a single-storey site and all internal areas are accessible to all children, regardless of need;
- Our school has extensive outdoor learning areas and is accessible to all children, regardless of need;
- Our school has a specialist room that can be used to support children with individual needs. Equipment held in this room include a toilet, sink, hoist, specialist Acheeva bed.
- Our school has a specialist toilet that has wider access in order for anyone to access with a wheelchair or other equipment.

8. Consultation

In developing our Accessibility Plan, we have consulted with SAST.

9. Current good practice

Access to the curriculum

At Shillingstone CE Primary School, we have improved access to the curriculum for pupils with a disability through the following means:

- Using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. numeracy and literacy;
- Providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- Offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of relevant Special Educational Needs or medical conditions (e.g. ASD, epilepsy, attachment disorder, hearing impairment, sensory needs) on learning;
- Organising classrooms and working areas so that they promote the participation and independence of all pupils; e.g. quiet space, personal work station;
- Modifying worksheets and curriculum content e.g. coloured paper, use of IT or large font for pupils with a visual impairment (VI).

The physical environment

At Shillingstone CE Primary School, we have improved the physical environment of the school to increase access for pupils with a disability by:

- providing flat or ramped access to all school entrances;
- providing ramp access to the school field;
- dedicating parking bays outside the main school entrance for pupils and families, and visitors with a disability;
- providing an accessible toilet and changing facilities as well as a specialist room with a hoist;
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- the building having acoustic panels on the ceilings to improve sound quality for pupils with a hearing impairment;

- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.

Access to information

At Shillingstone CE Primary School, we make written information more accessible to pupils with a disability by:

- Providing technology to support with text;
- Providing coloured paper or coloured overlays (depending on need) to support with any vision challenges;
- Classroom support to assist pupils with pre-reading and reading text.

10. Sources of advice and information

Our Accessibility Plan has been written following guidance from the Local Authority and taking into account the Dorset Local Authority Accessibility Strategy.

Implementation and monitoring

Our Accessibility Plan shows how we will continue to improve accessibility at Shillingstone CE Primary School for pupils with a disability (and for staff and visitors to the school) over the next 3 years. It may be used to inform other school planning documents.

We will work in partnership with the SAST (Academy Trust), Dorset Council and Salisbury Diocese in implementing the Accessibility Plan. Where necessary, environmental works will be guided by relevant buildings regulations.

Sufficient resources will be allocated to implement this Accessibility Plan.

The Accessibility Plan will be reviewed regularly and updated if needed. It will be monitored through the regular policy monitoring rolling programme.

The Shillingstone CE Primary School complaints procedure covers the Accessibility Plan.

11. Accessibility Action Plan

Increasing access to the curriculum						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
A CPD programme needs to be constantly developed to ensure that all members of the staff team have an awareness of a range of medical needs, their potential impacts on health, learning and emotional well-being and the strategies that can be used to support pupils.	Whole school staff awareness training provided by specialists. Online training modules when appropriate Specific cases will be identified and strategies to ensure optimal learning will be discussed with relevant professionals, e.g., the educational psychologist Pupils will be provided with an Individual Healthcare Plan as required in line with the Supporting Pupils at School with Medical Conditions document	Head teacher All staff SENDCO Head teacher	Ongoing in relation to current needs in our school		All pupils and their families feel supported and their needs understood; All pupils have access to an appropriate curriculum, differentiated as necessary and according to their individual needs; All pupils continue to achieve in line with their ability; Teachers and support staff are confident in meeting the needs of all pupils with and know how to support them, including in an emergency.	

Increasing access to the curriculum						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
All out of school activities need to be planned in advance to ensure that all pupils with a disability are able to take part.	Ensure all of the staff team are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments. Review all out of school activities ensuring that sites are suitable for all children with a disability, whether this be for physical access or to ensure sensory needs can be catered for, etc. Consider any reasonable adjustments required to enable pupils with a disability to take part in all out of school activities, including travel requirements.	Head teacher EVC Individual class teachers and SENDCO	Ongoing		No out of school activities are planned without consideration of how pupils with a disability will be included; All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements; Pupils with a disability have access to all school activities such as trips out, residential visits, extended school activities and sporting events; All pupils and their families feel included in out of school activities.	

Increasing access to the curriculum						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
Ensure that all classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement preferred layouts of furniture and equipment to support the learning process in individual classrooms	Class teacher	Ongoing		More time available for pupils to participate in curriculum activities	
Offer relevant training for governors to raise their awareness of SEND challenges in our school	National College to provide training for governors	The whole school community	Ongoing		Stakeholders will all be fully aware of our fully inclusive school environment.	
Deploy the staff team effectively to support all pupils' active participation in their learning.	Review the needs of individual pupils within each class and adjust the staffing structure accordingly Ensure that staff skills are matched to pupils individual and group needs.	All Staff	Ongoing		All pupils achieve their full potential in all areas of school life.	

Improving the physical environment						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
The outside areas of the school will be maintained as finances allow, specifically the areas of: • pedestrian access; • car parking; • paving; • external lighting.	Access to pedestrian areas should be reviewed for any potential hazards on a daily basis. Review levels, gradients, cambers and gullies in proximity to all pathways, define footpath edges where necessary and provide tactile paving at key areas Ensure lighting to car park is operational;	Head teacher H&S governor Caretaker	Ongoing		The areas outside of the school building are safe and welcoming and the physical environment is improved by removing any hazards; Pupils with disabilities and their families are easily and quickly able to access the school building.	

Improving the physical environment						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
The internal areas of the school will be improved as required to ensure that pupils with physical difficulties can access the whole school environment. Specifically, the: • Specialist room for equipment; • Accessible toilets	Ensure these areas continue to be monitored and brought back into service if and when required.	Headteacher	Ongoing		Pupils and their families feel that individual needs are met;	

Making written information more accessible						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
The availability of written information in accessible formats needs to be reviewed, starting with content on the school's website	All written information available to pupils and their parents will be considered in detail by the head teacher, the PTFA and the school council. Pupils with a disability will be asked to take part in this activity and give their feedback on how well this information meets their needs. The school will consider the needs of both its current and future pupils during this exercise; The school will make itself aware of the services available through local charities, providers and the LA for converting written information into alternative formats (e.g., the use of symbols, large font, listening aids etc.) and will research good practice in other schools.	Head teacher, SENDCO, parents, pupils and other staff where appropriate Head teacher and SENDCO	Ongoing		Future written information is designed with the specific needs of disabled pupils in mind; Disabled pupils and their parents have an increased awareness of all matters usually communicated via written means; Delivery of said information to disabled pupils and their parents is improved and meeting their requirements.	

Making written information more accessible						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
The awareness of adults working at and for the school needs to be raised, regarding the importance of using a range of communication systems according to individual need	Whole school awareness training regarding methods of communication to aid learning/understanding for pupils with different needs; A communication audit by SALT and other specialist services as appropriate to the needs of pupils at the school; Specific training for those developing written information for the school and class teachers supporting pupils with specific needs.	Headteacher SENDCo	Ongoing		Staff are aware of the different ways in which pupils take on and learn new information; Thought is given to all future communication with disabled pupils in mind; The school is more effective in meeting the needs of pupils with a disability; Pupils with a disability and their parents feel welcome and confident that their needs are being met	

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