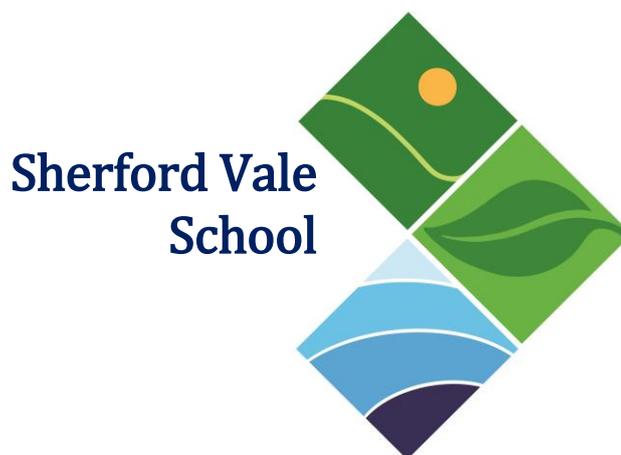


Accessibility and Access Policy

Mission Statement

WeST holds a deep seated belief in education and lifelong learning. Effective collaboration, mutual support and professional challenge will underpin our quest to ensure that all of the children and adults we serve are given every opportunity to fulfil their potential and succeed in life.



Key information	
Governor responsible	Tom Brassil/Sean Bruce
Headteacher:	Carla Bennett
SENCo:	Pete Grafton
Agreed by Governors	November 2019
Reviewed:	Next Review date: November 2020

Accessibility and Access Plan

Mission Statement

Sherford Vale School re-reviewed this policy:

Sherford Vale Schools' Local Governing Board agreed this policy in November 2019

This policy will be formally reviewed annually

Sherford Vale School

Rationale

This policy is to improve access and accessibility to all aspects of education at Sherford Vale School, through reviewing current practice and removing barriers for all learners within the school community.

Ethos

At Sherford Vale School we aim to create a safe, happy, secure and stimulating learning environment which delivers a broad and balanced curriculum to all children irrespective of gender, race, culture, disability or ability, so developing lively and enquiring minds where everyone is valued. We expect all children to work together in an atmosphere of mutual and self-respect and establish a culture which encourages each one of us to realise our full potential to make use of our special talents and to strive for the fulfillment that comes from achieving individual excellence.

If we are truly inclusive in our approach then we must ensure that our buildings, furniture, educational equipment and books, together with our approach to learning, gives the widest possible access to the greatest number of pupils.

Aims

- We learn together and celebrate success.
- We overcome barriers to learning for all pupils.
- Promote an inclusive philosophy within the school as part of our modern British Values of mutual respect and tolerance.
- We view all disabilities as an opportunity to promote support and understanding
- Improve the school for staff as well as children.
- Increase the extent to which disabled children can participate in the curriculum.
- Improve the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.
- Review policies and practices so that they reflect the diversity of our pupils.

Terminology

The term 'disabled' is defined in the Equalities Act (2010) and refers to a physical or mental impairment that has a substantial and long-term negative effect on the ability to do normal daily activities

Governors' responsibility

- To monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.
- To ensure all children are receiving a broad and balanced curriculum.

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Review of the plan

The plan will be resourced, implemented, revised and reviewed regularly in consultation with:

- The parents/carers of the school
- The children through school council.
- The Headteacher and other members of staff.
- Governors
- Trust Board
- External partners.

This plan is reviewed annually to take into account the changing needs of the school and its pupils, and where the school has undergone a refurbishment or further building work.

Training and CPD

Sherford Vale School are committed to ensure staff are trained in equality issues with reference to the Equalities Act 2010, including disability issues. The school supports any available partnerships to develop and implement the plan.

Legislation

This document is the requirement of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equalities Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy compiled with our funding agreement and articles of association. In this policy 'special educational needs' refers to learning difficulty that requires special educational provision.

The Plan

The table below is based on our current assessment of accessibility for pupils and staff. It sets out priorities across the Academy in a number of areas and actions to increase accessibility for pupils with SEND. Progress as a result of these measures will be updated annually and reported to the governing body.

Sherford Vale School

Planning Duty 1: Curriculum

Statement	Evidence	Action Needed
All teachers and teaching assistants have the necessary training to teach and support pupils with a variety of needs	<ul style="list-style-type: none"> -All staff can access training and some of the training is held at the school and within the Academy. -Appropriate support eams are working within the school regularly. -INSET calendar provides a rich training schedule including training for children with diverse needs such as heaing, visual impairments, autism, mental health, speech and language and behaviour. -Specialist staff are used to train staff accordingly. 	For newly qualified teachers or new staff to receive adequate and up to date training.
Lessons provide opportunities for all pupils to achieve.	<ul style="list-style-type: none"> -Planning scrutiny and lesson observations show evidence of inclusion and differentiation. -Intervention provided for pupils needing additional support -Nurture groups -ELSA Support intervention -Early Intervention 	
Classrooms are optimally organised for disabled pupils.	<ul style="list-style-type: none"> -Rooms are arranged to take account of individual pupil's needs. -Teachers and TAs are assigned and aware of children with SEND. 	Transfer of furniture as necessary. Items borrowed from support services and some purchased through the SEND budget if needed.
Lessons are responsive to pupil diversity. All children are encouraged to take part in all activities in the broad and balanced curriculum.	<ul style="list-style-type: none"> -Planning scrutiny and lesson observations show evidence of this. -Jigsaw scheme of work. -Raised awareness of specialist visual and hearing training. 	
Lessons will provide opportunities for individual, group and whole class work.	<ul style="list-style-type: none"> -Planning scrutiny and lesson observations show evidence of this. 	
All staff will recognise and allow for the mental effort expanded by some disabled pupils e.g. hearing imapaired pupils who lip read, dyslexic pupils who write slowly.	<ul style="list-style-type: none"> -Specialist training -Visits to other settings -Resources the children use to aid their learning. -Lesson observations and book scrutinies wil show evidence of this. 	
All pupils will have the opportunity to engage in all subjects, including physical education.	<ul style="list-style-type: none"> -Planning and lesson observations will show evidence of this. Medium term planning. 	
Resources are available to	<ul style="list-style-type: none"> -Access to terminals is unrestricted. 	

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ensure pupils with disabilities have appropriate access to computer technology.	-Software provided for individual disability need. -Advice sought from ICT. -Advice sought from Educational Psychologist and written into the child's IEP or EHCP if they have one.	
Children who cannot engage in some particular activities are given alternative experiences e.g. pupils who cannot participate in all forms of PE.	-Advice and activities given from occupational therapist delivered on a 1:1 level.	
All staff will recognise and allow for the additional time required by some physically challenged pupils to use equipment in practical work.	-Raised awareness. -All staff trained. -Barriers to learning identified in Pupil Profile Meetings	Ensure any new staff have up to date and relevant training.
All staff will have high expectations of all pupils.	-Staff plan greater depth activities for all pupils. -Work is differentiated so all children can succeed at their level.	
All staff will seek to remove all barriers to learning and participation.	-Staff 'Team around me' to make provision for individuals and secure inclusion for all pupils. -Staff involved in EHAT meetings and understand outcomes. -Barriers to learning are discussed and strategies sought with a team.	

Planning Duty 2: Physical Environment

Statement	Evidence	Action Needed
The size and layout of the school allows access for all pupils. This includes: -All classrooms -Assembly and dining hall. -Playgrounds -Library -Studio -Creation Station -Toilets -Offices	-All buildings and grounds are accessible to all pupils.	To review with the new wing of the school being built.
Pupils and adults who use wheelchairs are able to move around the school without encountering barriers to access.	-Disabled toilet -Wide corridors -No stairs in the school -Easy access to outside areas. -School is all on one level. -Specialist equipment such as chairs and toilet frames can be loaned from the OT if needed.	

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Pathways of travel around the school site and parking arrangements are safe, logical and well signed.	-Safe and accessible pathways in school -Signage is clear -2 x designated parking spaces provided in the school carpark.	Need to purchase a sign to denote the reception.
Emergency and evacuation systems inform all pupils, including pupils with SEN and disability. Alarms have visual and auditory components.	-Audible alarm system -PA system in classrooms -Procedures for emergency exit displayed throughout the school. -Fire drill is practiced regularly. -Bomb threat practiced and terrorist attack practiced. -Escape routes identified. -Emergency lighting checked.	To have PEEPs for any children with specific needs.
All pupil and staff areas provide adequate lighting.	-All lighting sources checked and replaced when necessary. -Emergency lighting checked.	
Decoration and signs should not be confusing or disorientating for pupils with visual impairment, autism or epilepsy.	-Exit signs light up to show where the exits are. -All fire doors automatically release and unlock. Diplays are sensitive to children's needs.	
Steps are taken to reduce background noise for hearing impaired pupils e.g. consideration give to a room's acoustics, noisy equipments etc.	-Interactive noise metres used where this is an issues.	
Furniture and equipment is selected, adjusted and located appropriately e.g. height adjustable tables available, low level sinks.	-Sinks fitted at appropriate heights. -Cookers at two different levels in the creation station. -Tables and furniture appropriate to the age of the pupils.	

Planning Duty 3: Information

Statement	Evidence	Action Needed
The Academy ensures that both in lessons and at meetings for parents, information can be presented in a user friendly way for people with disabilities e.g. by reading aloud overhead projections and describing diagrams.	-Staff will respond to the needs and requests of pupils, parents, carers and colleagues.	
The Academy has, and uses facilities such as ICT to produce written formats. If this is not the case the school	The Academy will access the facility if this is not in school.	

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knows where to access a facility e.g. visually Impaired Service for assistance with Braille.		
School visits, including visits abroad, are made accessible to all pupils irrespective of attainment or impairment.	-Visits will only take place if all children can take part. Differentiation may be necessary.	
The school will liaise with external agencies to ensure any additional aids for disabled pupils are identified and supplied.	-School liaises with specialist schools and external professionals to ensure school facilities compliment pupils needs. -Involvement of Educational Psychologists, including Health professionals and parents included.	

Specialist Support

Specialist support for pupils with special educational needs is available. The following support services are available:

- Plymouth SEN SAS Service
- Plymouth Psychology Service
- Devon Mash
- MAST team
- Communication Interaction Team
- Woodlands school for Physically challenged pupils.
- Edison Centre
- The Key
- Advisory Team for sensory support.
- Pre school advisory team.
- Advisory teachers for pupils with additional needs
- Inclusion Advisory Service
- Physiotherapists and Occupational Therapists
- PICCS
- Children's Speech and Language
- Child and Adolescent Mental Health Service (CAHMS)
- Primary Mental Health Workers
- Family Support Workers
- PIAS
- School nursing service.
- Educational Welfare Officer (EWO)
- Jeremiah's Journey
- Babcock
- Governor Training
- Plymouth family support services.
- Plymouth Online Directory (POD)

Sherford Vale School

This plan was written in November 2019 and will be reviewed in November 2020

Signed

Headteacher _____ (Miss Carla Bennett)

Date: _____

Signed

Chair _____ (Mrs Cath Farrin)

Date: _____

This policy will be reviewed Annually