



The Cedar Tree Federation

Accessibility Plan 2020-2023

Written by: Inclusion Lead

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Approved by: Governors

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Review due by: July 2023

Introduction

This Accessibility Plan is written in compliance with current legislation and addresses the statutory duties of The Equality Act 2010. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils.

Vision and Values

The Cedar Tree Federation is made up of two schools; Pinhoe C of E Primary School and Woodbury C of E Primary School. We are committed to ensuring our schools provide a fully inclusive environment for all of our pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional or cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We aim to include all users of the school, including those with disabilities, in the full life of the school, according to our vision, "Live life in all its fullness."

Definition of Disability

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

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.

Key Aims

The aim of the Accessibility Plan is to show how, over time, the Cedar Tree Federation will endeavour to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve access to the physical environment of the schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve and make reasonable adjustments to the availability of accessible information to pupils, staff parents and visitors with disabilities.

Our Federation is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Accessibility Plan will be published on the school website and is also available in paper form on request. The Accessibility Plan is also referred to in the SEN Information report.

The school Governors are accountable for ensuring the plan is implemented, reviewed and reported on annually. The Accessibility Plan will be monitored by the SEND Governor and also by OFSTED as part of their inspection cycle.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Contextual information

Pinhoe Primary School is one main, modern building, with a separate pre-school building. The main entrance to the offices, hall and library is via the main door which is level access and wheelchair accessible. The classrooms are all located on a lower level, accessed from the main entrance via a stair case and a lift. All the classrooms are also accessible by a level external route. The playground areas are all accessible via sloping paths. We have use of a public play area located at the top of the main playground and is accessed by going up a few steps. All of the classrooms have external doors and windows so are very light, bright and airy.

The pre-school building is accessed via a slope, making it wheelchair friendly. The inside of the building is all on one level. There are steps to access the outside area, with handrails to support access. It is also possible to access the outside area without using the steps.

The main part of the Woodbury Primary School was built in 1871 and therefore parts of the building are Victorian, it is a listed building. Woodbury Primary School consists of a main building where 4 classrooms are located and then two buildings within the grounds that houses 3 more classrooms. Within the main building there are two lots of three steps, there are hand rails to support with accessibility. There is a step to get into the main entrance of the school. Further steps are located to get into the main building from the playground, in each case handrails are in place to support with accessibility. There is a classroom located up a full flight of stairs. There is no lift.

The outer buildings are on one level, although fire escapes have steps and there are steps located onto the outdoor space for the foundation unit. The school is accessible from the playground, both the playground and field are on a slope. Most of the classrooms have external doors and all have large windows so areas are light, bright and airy.

Current range of known disabilities

Across the Federation, we have children with a range of additional needs and disabilities including moderate to more specific learning difficulties, Communication and Interaction needs, Autism and ADHD. We also have children identified as having a visual or a hearing impairment and those with significant medical needs including diabetes and epilepsy. We also have some children and adults using our site who have identified physical needs including cerebral palsy. We currently do not have any wheelchair users, but always ensure that our sites are accessible should we have any wheelchair users accessing our sites.

This Action Plan shows how Pinhoe & Woodbury C of E Primary Schools will fulfil our general and specific duties under the Equality Act 2010.

Curriculum access

Current Good Practise to improve access to the curriculum for all pupils

All teachers plan for a range of needs and abilities within their classroom and differentiate and adapt learning where appropriate.

We aim to use of variety of teaching and learning methods, including IT and practical resources, to enable all children to access an exciting and relevant curriculum.

We aim to recognise any additional needs as early as possible through a graduated response and work closely with outside agencies to support with identifying and providing for a range of needs and disabilities.

We use of variety of interventions to support those children who have gaps in their knowledge and understanding or need further support to develop key skills, whether academically or socially, emotionally and mentally.

We have an Inclusion Team made up of highly skilled TAs who offer targeted and specialist support to those children with the most complex needs.

All pupils are able to take part in extra curricular clubs, activities and visits.

All pupils are encouraged and supported to take part in a wider range of physical activities.

We work closely with pre-school, nurseries and secondary school to support with transitions.

Accessibility Outcome	Action to ensure Outcome	Success Criteria	Timescale	Responsible person	Review
To ensure all staff are providing a high quality of universal provision in their classrooms to meet the needs of different learners.	<p>Auditing and monitoring Universal Provision through classroom observations, Learning Walks and book scrutiny.</p> <p>Identifying areas for further staff training and development (teachers and TAs) and ensuring this training is effectively delivered and implemented.</p> <p>Ensure a variety of resources are available to support differentiation and Universal Provision.</p>	There will be a high quality of Universal provision delivered across every area of the school, which increases the independence of children and enables all children to fully participate in their learning.	End of Autumn term 2022	Inclusion / SENDCo HOS Senior leaders	

<p>Online learning – to ensure all children are able to access online/remote learning that is relevant for them.</p>	<p>Identify children who do not have access to technology/internet - make provisions for these children by supplying laptops, applying for better internet access. Survey parents about access and appropriateness of online learning.</p> <p>Monitor the remote learning that is on offer to ensure it is differentiated according to need where appropriate and offers children a variety of activities and learning opportunities.</p>	<p>All children will be able to access appropriate and high quality online learning</p>	<p>Ongoing</p>	<p>Inclusion / SENDCo HOS Senior leaders Class teachers</p>	
<p>To raise awareness of and develop positive attitudes to disability across the school with all stakeholders</p> <ul style="list-style-type: none"> - to ensure ALL staff are aware of the needs of those with SEND. - to ensure children are specifically taught about different needs and disabilities. - to ensure supply staff are made fully aware of the needs of individual children. 	<p>Whole staff training around specific needs and disabilities (including teachers, TAs, MTAs, admin staff) – identify key areas of focus.</p> <p>Ensuring specific opportunities for teaching about differences and disabilities within the curriculum to raise children's awareness, including through assemblies.</p> <p>Taking part in National Support days e.g. World Mental Health Day, Autism Awareness, No Pens day etc.</p> <p>Inviting professionals in to support with raising awareness of specific needs within specific classes (e.g. Visual impairment team can do some nice activities to raise</p>	<p>For all members of staff to have a good awareness of the various needs across the school and to be able to meet these appropriately.</p> <p>For the children to be more aware of a range of needs and disabilities and how they can support their peers.</p>	<p>End of each 2022 & Spring term 2023</p>	<p>Inclusion / SENDCo HOS Senior leaders</p>	

	<p>awareness of what it is like to have a VI)</p> <p>Ensuring all children with additional needs and disabilities have a Pupil Passport that is made available within the classroom to supply teachers/TAs and visitors where appropriate.</p>				
<p>To close the gap in attainment for children in vulnerable groups, including those with disabilities, by closely tracking and monitoring the impact of targeted interventions across the school.</p>	<p>Effective use of the online Provision Map tool to monitor and evaluate outcomes and progress.</p> <p>SLT to meet to analyse data and make plans to improve outcomes.</p> <p>Regular monitoring and evaluation of the interventions and catch up programmes that are in place to ensure these are relevant and having the desired impact.</p>	<p>To reduce the gap in attainment between children of vulnerable groups and those that are not vulnerable.</p>	<p>Ongoing analysis of outcomes across each term</p>	<p>Inclusion / SENDCo HOS Senior leaders Class Teachers Tuition Leads</p>	
<p>To ensure all children with SEND have access to appropriate IT and resources to support learning</p>	<p>Identify what resources and IT support children need.</p> <p>Ensure we have enough chromebooks for the children who need these to enhance their learning.</p> <p>To provide further training for staff in how best to use IT to support the different needs of children.</p> <p>To ensure all staff are providing children with alternative forms of recording</p>	<p>IT and other resources are used widely across the school and effectively support the needs of all children, enabling them access to a full and broad learning experience.</p>	<p>Ongoing</p>	<p>Inclusion / SENDCo HOS Senior leaders</p>	

	<p>on a regular basis to support their learning.</p> <p>Seek funding for further IT support whether needed. Support from the ICT/SEND team to ensure we are utilising technology to its full potential to support different needs.</p>				
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Physical Access

Current good practise to ensure good access to the physical environment
 There is access to the main school entrance via a sloping path in both schools.
 There is a staff carpark with access to the school (sloping).
 Emergency procedures are in place to ensure quick and safe evacuation for everyone from the building should this be required; individual risk assessments are undertaken where needed.
 There is disabled toilet accessible in each main building area.

Accessibility Outcome	Action to ensure Outcome	Success Criteria	Timescale	Responsible person	Review
To review the physical access of the school site in relation to the Devon accessibility audit	To use the Devon accessibility audit to identify further site provisions needed for people with a disability. To have support with developing site accessibility from ROVIC if needed.	Improvements will be made where identified to the school site to enhance access for those with a disability.	Annually by July	Inclusion / SENDCo HOS Senior leaders Health and Safety lead Executive Head	
To ensure the school site is safe and accessible for those with a visual impairment.	Audit current provision related to VI. Ensure clear yellow markings are present on steps inside and outside. Seek further advice on how to improve our access from ROVIC. Make further improvement to the indoor and outdoor spaces to ensure they support the needs of those with VI based on Audit and ROVIC advice.	Site access is improved both inside and outside for those with a Visual Impairment.	Annually	Inclusion / SENDCo HOS Health and safety lead	

<p>To ensure the school site is safe and accessible for those with a hearing impairment.</p>	<p>Audit current provision related to HI.</p> <p>Seek further advice from the hearing impairment team about how we could improve our provision and better support those with HI generally across the school – including whether any sound systems would provide a better learning experience for some children.</p> <p>Further training for all staff to ensure they are fully aware of how best to support children with hearing impairments.</p>	<p>Learning experiences for children with a Hearing Impairment are significantly improved.</p>	<p>End of Autumn term 2022</p>	<p>Inclusion / SENDCo HOS Health and safety lead</p>	
<p>To develop staff's awareness of how to make classrooms more accessible for children with APD and SLCN</p>	<p>To cascade Devon Enhanced Learning Programme training to all staff about improving classroom access for children with SLCN and APD by reducing noise, clutter and increasing the use of visuals. To ensure this information is embedded into classroom practise.</p>	<p>To ensure every learning is fully accessible by all children with SLCN or APD.</p>	<p>End of Autumn 2022</p>	<p>Inclusion / SENDCo</p>	
Provision of Information					
<p>Current good practise to enhance access to information and written documentation In the past, we have had good links with the Babcock EAL team and have sought support for parent meetings. The school use the Widgit software to produce visual supports which can be used alongside written information to support access and understanding.</p>					
<p>To review the accessibility of information on the school website, ensuring it is easy to find information and accessible for parents with EAL.</p>	<p>Audit current website to identify where improvements could be made.</p>	<p>The website is well structured and easy to use for all users.</p>	<p>End of Autumn term 2022</p>	<p>HOS & Executive Head</p>	

<p>To ensure all staff are aware of and are using dyslexia friendly formats for presenting text either on the IWBs or on handouts.</p>	<p>Training from Ann Atherton Dyslexia friendly checklist given to all staff.</p> <p>Regular monitoring through observations and learning walks to ensure formats are being used consistently across the school</p>	<p>All staff are using dyslexia friendly presentation formats as part of their universal provision.</p>	<p>End of Autumn 2022</p>	<p>Inclusion / SENDCo</p>	
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