



# **St Minver School Accessibility Plan 2020-2021**

## **Purpose of Plan**

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all St Minver pupils with a disability can take full advantage of their education and associated opportunities.

## **Definition of disability**

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

## **Key Aims**

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

## **Principles**

- Compliance with the Equality Act is consistent with our school's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - To publish an accessibility plan



- In performing their duties our Hub Councillors and the Aspire Trust Board have regard to the Equality Act 2010
- Our school:
  - recognises and values the young person's knowledge/parents' knowledge of their child's disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality
- St Minver School provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

### **Increasing Access for disabled pupils to the school curriculum**

- To ensure all staff have high quality professional development and training so that they have the relevant knowledge and skills to support all DSEN pupils.
- To ensure staff feel confident to anticipate the needs of both current and future DSEN pupils and to plan the delivery of their curriculum accordingly.
- To continue to source books and texts which provide positive examples of people with DSEN and which promotes our 'No Outsiders here' view of our team St Minver.
- To work with parents to ensure that our Remote Learning Offer is fully accessible to all and adapted as necessary to meet the needs of children with DSEN.
- To consider the needs of all our children in the planning stage of after school clubs and off-site trips, so that these are as accessible as possible.

### **Improving access to the physical environment of the school**

- To continue to undertake the 'paint plan', with contrasting colours as advised to support current and future pupils with a visual impairment.
- To ensure that all specialist equipment is fully integrated into the physical environment in a way which supports provision for both DSEN and non-DSEN pupils.
- To continue to monitor evacuation procedures for pupils with DSEN through PEEP plans.



### **Improving the delivery of written information to disabled pupils**

- To ensure that all information to pupils and their parents takes account of disabilities and preferred formats are provided within a reasonable timescale.
- To monitor parental access to Tapestry and Google Classroom, particularly in the event of a bubble closure and to work with families where there is a problem with access.
- To work with specialist agencies to ensure all recommended adaptations to communication are undertaken.

### **Financial Planning and control**

The leadership team will review the financial implications of the accessibility plan as part of the normal budget review process.

### **Accessibility Action Plan**

<b>Compliance with the Equality Act</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
To ensure all staff have high quality professional development and training so that they have the relevant knowledge and skills to support all DSEN pupils.	SENDCo will attend Trust and County network meetings, disseminating relevant information to staff. Input from specialist agencies, in relation to individual children, will be communicated to all relevant staff.	SENDCo Leadership team	Medium	Ongoing	Termly  ALL staff to include lunchtime supervisors and any supply cover.



<b>Access to the physical environment - statutory</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
To continue to undertake the 'paint plan', with contrasting colours as advised to support current and future pupils with a visual impairment.	Site manager's paint plan is on a five-year cycle and in time will ensure there is contrast between floor and walls with the introduction of more (neutral) colour.	Site manager	Long	Ongoing	Consider deviating from the planned timescales if more pertinent to paint a different room for the benefit of an individual pupil.
To ensure that all specialist equipment is fully integrated into the physical environment in a way which supports provision for both DSEN and non-DSEN pupils.	In conjunction with the relevant action plans eg from physiotherapists, staff will be able to plan an environment which works for the delivery of individual programs but is also fully accessible to all children.	Teachers TAs SENDCo	Medium	Ongoing	
To continue to monitor evacuation procedures for pupils with DSEN through PEEP plans.	Relevant reports from outside agencies will inform Termly fire drills will allow careful monitoring of the PEEP to ensure that it works.	Teachers	Medium	Ongoing	



<b>Ensuring inclusion in the school community</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
To ensure all parents are able to communicate with members of staff and can gain access when they need to speak to someone	Parents to receive regular reminders about the teacher group email <a href="mailto:homelearning@stminver.org">homelearning@stminver.org</a> as a means of communication. Home communication books will be used where appropriate. Any parent contacting the school office can request a call back the same day (or next if the member of staff is not present).	Teachers Leadership	Medium	Ongoing	Of particular importance due to covid restrictions.

<b>Access to the curriculum – statutory</b>					
<b>Accessibility Outcome</b>	<b>Action to ensure Outcome</b>	<b>Who responsible</b>	<b>Long, medium or short-term</b>	<b>Time Frame</b>	<b>Notes</b>
To ensure staff feel confident to anticipate the needs of both current and future	SENDCo and classteachers will work closely with preschool providers/outside professionals/parents prior to the	SENDCo Teachers	Medium	Ongoing	Teachers will need particular support for in-year, short notice admissions.



DSEN pupils and to plan the delivery of their curriculum accordingly.	child attending school. Dialogue will focus on what the children can do and how they prefer to learn/explore, as well as what their short term developmental targets are.				To be integral part of the annual review process.
To continue to source books and texts which provide positive examples of people with DSEN and which promote our 'No Outsiders here' view of our team St Minver.	These texts will be regularly used for whole class assemblies, as well as for class-based activities. In the purchasing of new book stocks, consideration will be made to the extent to which they represent all groups, including those with DSEN.	Literacy Lead Leadership All teachers	Long	Ongoing	To be reviewed as part of the Long term literacy action plan
To work with parents to ensure that our Remote Learning Offer is fully accessible to all and adapted as necessary to meet the needs of children with DSEN.	In the event of a child with DSEN having to self-isolate, a member of staff will make phone contact to check the family can access Tapestry/Google Classroom. If more appropriate, paper copies can be delivered as required.	Teachers Leadership TAs	Medium	Ongoing	To be monitored by the leadership team.



## Access to information advice and guidance - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
To ensure that all information to pupils and their parents takes account of disabilities and preferred formats are provided within a reasonable timescale.	We will take account of any impairment/disability and make necessary adjustments to overcome these. This could include a different format or an alternative means of communication as required.	Admin team Teachers TAs Leadership	Long	Ongoing	This information to be entered onto Arbor so that it is not lost during transition to another class.
To monitor parental access to Tapestry and Google Classroom, particularly in the event of a bubble closure and to work with families where there is a problem with access.	Reception and Y1 teams will continue to monitor use of Tapestry and communicate with any families who are not logging in. In the event of a bubble closure, TAs will monitor this for each class team and will follow up with phone calls as required.	Teachers TAs	Medium	Ongoing	To be monitored by leadership as part of Pupil Progress meetings, as well as in the event of bubble closure.
To work with specialist agencies to ensure all recommended adaptations to communication are undertaken.	Action plans, termly review/TAC meetings and annual reviews of EHCPs will ensure any actions assigned to school are undertaken effectively and reviewed periodically.	Teachers TAs SENCo	Medium	Ongoing	

