

Three Saints Federation- Accessibility Plan & Equality Scheme 2020-21

Rationale: This plan reflects the Three Saints Federation commitment to equal opportunities, accessibility, and equality.

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

Contextual Information: Three Saints Federation is made up of two small friendly schools; St Mary and St Peter's Church School and Shepton Beauchamp Church School who are part of the Bath & Wells Multi Academy Trust since April 2020. St Mary and St Peter's is an academy with 32 pupils on role. The building is accessible by a slope up to accessible electric doors. The school has two classrooms, a large hall, staffroom, intervention room, pupil toilets and an accessible toilet and shower. These areas are accessible from a wheelchair. There is parking outside the main entrance in the school car park.

Shepton Beauchamp is an academy with 40 pupils in an old, listed building. It has small doorways and steps at either entrance so it is not easily accessible. It has two classrooms, an accessible toilet and shower room, pupil toilets staffroom, intervention room, and a school office.

At present, we have no wheelchair dependent pupils, parents or members of staff.

Aims:

- Improving access for disabled pupils to the wider school curriculum. (this includes teaching and learning and the wider curriculum of the school such as participation before and after school provision, residentials and school trips.
- Improving access to the physical environment of the school (this includes improvements to the physical environment of the school and physical aids to education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information available to pupils, parents, staff, and visitors)
- To encourage positive attitudes to diversity and ensure all those who learn, teach and visit our schools are respected and valued.

Increasing Access for Disabled pupils to the school curriculum: Improving teaching and learning lies at the heart of the schools work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all pupils. We aim to meet every child's needs within mixed ability inclusive classes.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum.	Staff training needs on curriculum access.	Ongoing as needed.	SENCo/ Subject leads	Raised staff confidence in strategies for differentiation and increased pupil participation.
All educational trips and residential visits to be accessible to all.	Provide guidance for staff on making trips accessible.	As required	SENCo/ SLT	All pupils in school able to access all educational trips and residential visits taking part in a range of activities.
Use IT software to support learning.	Make sure software installed where needed.	As required	SENCo/ IT Lead	Wider use of IT SEN resources within classroom.

Improving the access to the physical environment of the school: We have a range of equipment and resources available for day to day use. We keep resource provision under constant review.

Improving the delivery of written information to disabled pupils, parents and staff : This includes planning to make written information that is normally provided by the school accessible to **all**. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils, parents preferred formats and be made within a reasonable timeframe.

Identifying potential equality issues and barriers.

<u>Target</u>	<u>Strategies</u>	<u>Time-scale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To ensure the school is accessible for pupils with visual impairments.	Support and guidance from visual impairment team. Mobility assessment of site at Ilton	Ongoing	SENCO /SLT	Pupils have access to a site which supports pupils with visual impairments.
To ensure all fire escapes are suitable for all.	To ensure there is a planned route for individuals as needed	Ongoing	Head teacher/ SENCo	All disabled pupils, staff and visitors able to have safe exit points.
Ensure disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties.	As required	SENCo	All disabled pupils and staff working alongside are safe in the event of a fire.
The school is aware of the access needs of disabled pupils, staff, governors, parent/ carers and visitors.	To create access plans for disabled pupils as part of IEP process as required. Ensure access needs are considered during recruitment.	As required Recruitment process.	SENCo Head teacher	IEPs in place for all disabled Pupils and staff aware of needs. Access issues do not influence recruitment and retention issues.

<u>Targets</u>	<u>Strategies</u>	<u>Time-scale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Review information to parents/carers to ensure its accessible	School office will support and help parents to access information and complete school forms.	On- going	School Office	All parents receive information in a form that they can access.
Information for pupils and parents to be in child friendly/ easily understood as possible.	Develop child friendly IEP review formats and parent friendly Annual review paperwork.	On-going	SENCO	Staff involving pupils in the IEP and Annual review process developing the pupil voice.
Pupils at risk of inequality may have less opportunity to express their views and opinions.	Ensure that all pupils are heard and promote awareness of equality and discrimination.	Ongoing	Headteacher Class teachers	All pupils have equal opportunities to express their views and opinions.
Inequality of access to the curriculum.	Through INSET days and staff meetings ensure our curriculum is open to all pupils.	Ongoing	Headteacher Class teachers	Deliver a curriculum in a way that is open to all pupils.