

Three Saints Federation- Accessibility Plan 2022-2025

Rationale: This plan shows how Three Saints Federation intends, over time, to increase the accessibility of our schools for disabled pupils, staff, parents/carers and visitors.

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 Primary school- Ilton and Shepton Beauchamp Primary School. St Mary and St Peters is a maintained Primary School with 33 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. All steps around the site have high visibility strips to assist visually impaired children.

Shepton Beauchamp is a maintained Primary School in a 160-year-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 and a school office. Our new EYFS outside area (2022) has been completed to ensure level access out of the classroom for our youngest children.

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 in after school clubs 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)

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.	On going as needed.	SENCo/ Subject leads	Raised staff confidence in strategies for differentiation and increased pupil participation.
All educational trips 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 take part in a range of activities.
Use ICT software to support learning.	Make sure software installed where needed.	As required	SENCo	Wider use of ICT 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.

<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 and staff are aware of what they are.	Ongoing	Head teacher/ SENCo	All disabled pupils, staff and visitors able to have safe exit points.

<p>Ensure disabled pupils can be safely evacuated.</p>	<p>Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties.</p>	<p>As required</p>	<p>SENCo</p>	<p>All disabled pupils and staff working alongside are safe in the event of a fire.</p>
<p>The school is aware of the access needs of disabled pupils, staff, governors, parent/ carers and visitors.</p>	<p>To create access plans for disabled pupils as part of IEP process as required.</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate.</p> <p>Ensure access needs are considered during recruitment.</p>	<p>As required</p> <p>Induction and as needed.</p> <p>Recruitment process.</p>	<p>SENCo</p> <p>Head teacher</p> <p>Head teacher/ SW/AD</p>	<p>IEPs in place for all disabled Pupils and staff aware of needs.</p> <p>All staff and governors feel confident their needs are met.</p> <p>Access issues do not influence recruitment and retention issues.</p>
<p>To approach the parish council for a disabled parking bay outside Shepton for school and church use.</p>	<p>Improve access to Shepton site.</p>	<p>On-going</p>	<p>Head teacher/ governors</p>	<p>Disabled visitors/ parents/carers feel welcome.</p>

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.

<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 both sites.	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.