

West Exmoor Federation



Accessibility Plan

Reviewed in March 2025

West Exmoor Federation Accessibility Plan

The West Exmoor Federation strives to ensure that the culture and ethos of the federation is such that, whatever the abilities and needs of members of the federation community, everyone is equally valued and treated with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

Definition of Disability

“A person suffers 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.”

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

Across the West Exmoor Federation, we recognise:

We recognise our duty under the Equality Act 2010:

- Schools and LAs must ensure that a disabled person can benefit from what you offer to the same extent that a person without that disability can.
- Schools must implement accessibility plans which are aimed at increasing the extent to which disabled pupils can participate in the curriculum; improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and improving the availability of accessible information to disabled pupils.
- Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them.

Scope of the Plan

This plan covers all three main strands of the planning duty:

1. *Improving the physical environment of schools within the federation for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.*

This strand of the planning duty covers aids to improve the physical environment of the schools within the federation and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils. As maintained schools the provision of a special piece of equipment or extra assistance will be made through the SEND framework and to a lesser extent through the planning duty which applies to our schools. The distinction between auxiliary aids and services provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the schools. For example, a pupil with visual impairment might have low vision aids provided through a DAF but as a federation we might provide blinds and adjustable lighting as a general measure through our planning duty.

2. *Increase the extent to which disabled pupils can participate in the federation's curriculum.*

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible throughout

federation and that classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

We will plan to progressively improve access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework. Our accessibility strategies and plans will help to ensure that we are planning and preparing to respond to the particular needs of individual pupils.

3. Improving the delivery of information to pupils with disabilities

This part of the duty covers planning to make information normally provided by the federation in writing to its pupils available to disabled pupils. For example, handouts, timetables, textbooks, information about school events, etc. This will include alternative formats such as Braille, audio recordings and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

Other related federation policies

Equality for disabled pupils is included as an explicit aim in all of the school's policies and is supported by the school's other policies including:

- Teaching and Learning;
- Equal Opportunities Policy;
- Behaviour Policy;
- Admissions policy/criteria;
- Federation development plan;
- School Asset Management Plan;
- Policy for school trips and excursions;
- SEND policy.

Exclusions Aims

The West Exmoor Federation aims to include all pupils, including those with disabilities, in the full life of the schools. Our strategies to do this will include:

- having high expectations of all pupils;
- finding ways in which all pupils can take part in the full curriculum including sport, music, and drama;
- planning out-of-school activities including all federation trips and excursions so that pupils with disabilities can participate;
- setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly;
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities;
- planning the physical environment of the schools to cater for the needs of pupils with disabilities;
- raising awareness of disability amongst federation staff (teaching and non-teaching) through a programme of training;
- providing written information for pupils with disabilities in a form which is user friendly;
- using language which does not offend in all its literature and make staff and pupils aware of the importance of language;
- by examining our libraries and reading books to ensure that there are examples of positive images of disabled people.

Actions to ensure equality for pupils with disabilities

1. We shall regularly undertake a disability audit using guidance for the Diocesan Property Services.

2. As a result of the audit, we shall:
 - write an action plan which includes targets;
 - make the policy and targets known to all teaching and non-teaching staff, pupils and parents;
 - monitor the success of the plan;
 - review the plan annually as part of our whole federation review.
3. The Governing Body will consider how targets have been met and the impact they have had on the achievements of pupils with disabilities on an annual basis.
4. The Resources Committee will monitor and further develop good practice, reporting back to the full Governing Body as necessary.

Monitoring

The West Exmoor Federation recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

We will monitor:

- Admissions;
- Attainment;
- Attendance;
- Effects of pastoral strategies;
- Rewards ;
- Sanctions ;
- Exclusions ;
- Response to teaching styles/subject;
- SEND/Gifted and Talented Register;
- Extra-curricular activities;
- Home learning;
- Selection & recruitment of staff ;
- Governing body representation.

West Exmoor Federation Accessibility Plan – 2022/2023

<u>Priority</u>	<u>Action Required</u>	<u>Success Criteria</u>	<u>Timescale</u>	<u>Person(s) Responsible</u>
To ensure that all curriculum opportunities are available to all pupils both on and off the federation sites	To carry out risk assessments to include accessibility issues	See Risk Assessments	On-going	All staff planning and delivering curriculum activities on and off the federation sites
All after school activities should be accessible to all	To monitor after school activities with regard to SEND children	Monitoring report within EHT report to governors	Termly	EHT SENDCo SEND Governor
To use the expertise of outside agencies as appropriate	To identify the pupils who may benefit from specialist advice	Recorded in SEND files	On-going	SENDCo SEND Governor
To ensure that accessibility requirements have been met in any ongoing building development across the federation, eg, rebuilding of Parracombe	To seek advice from the architects and Local Authority planning advisers (and Diocese when involving Lynton)	New facilities are accessible to all	As required	EHT Resources Committee
To maintain signage to include disability icons and larger font size	To seek advice from external agencies about recommended text size and colours	Any new signage to comply with recommendations	On-going	EHT Resources Committee
To provide and monitor the use of accessible parking bays	To take any appropriate action as the need arises within the confines of our sites	Visitors able to access federation sites		SENDCo SEND Governor Resources Committee