
THE CAREY FEDERATION



Last Reviewed June 2021
Next Review June 2024

The Carey Federation strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. 'Be Respectful' is one of our Carey Qualities which underpins our ethos.



Pupils should be provided with the opportunity to experience, understand and value diversity.

The definition of disability is:

“A person suffers a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect 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.

We recognise:

- our duty under the Equality Act 2010 and the 2018 Public Sector Bodies (Website and Mobile Applications) (No. 2) Accessibility Regulations 2018 act (section 7)
- 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:
 - a. increasing the extent to which disabled pupils can participate in the curriculum;
 - b. improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
 - c. 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 school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services.*

Halwill Primary School:

Halwill is a small, rural, four class school in Devon in purpose-built school building . There are currently 91 pupils on roll.

The current facilities are good: every classroom is accessible as is the school hall, playground, library etc. Access into the school

building is good with level access leading to the main entrance foyer as well as the side entrance. The main entrance has two automatic doors with wheelchair access buttons and safety cut-out sensor. There is also a designated disabled toilet with raised signs for tactile recognition.

Playground areas are fully accessible and ramps are in place where needed.

There is a designated disabled parking space is available on school site and further parking available close to the school building, if required.

Ashwater Primary School:

Ashwater is a very small, rural, two class school and pre-school in Devon. It is split across two buildings – the main school and School House. At this time School House is only for office purposes. There are currently 26 pupils on roll and 9 pre-school children.

The current facilities are good: every classroom is accessible as is the school hall, playground, library etc. Access into the school building is good; although there is a rounded threshold in the main doorway, this should not cause any access issues for wheelchair users. The second entrance used by the younger pupils has a similar rounded threshold which should also not cause access issues.

The conservatory has level access via the main building, however, can only be accessed by steps from the outdoor Early Years play area. Wheelchair access to this play area can be accessed via a level footpath around the perimeter of the school.

There is also a designated disabled toilet with raised signs for tactile recognition.

Playground areas are fully accessible. The band stand in the field area can be accessed by a temporary fold-out ramp.

Blue Badge parking would be available directly outside the school. Double gates can be opened up to allow wheelchair access on to the school site..

School House – access for wheelchairs would be via the garden through the fire exit which has a flush-fitting threshold. Access upstairs would not be possible for wheelchair users, however, as this is where the administrator or headteacher office, any meetings would be relocated downstairs. If an administrator or headteacher was unable to access the upstairs because of a disability, the offices would be relocated downstairs.

The Federation will make reference to accessibility when planning to include:

- Ramps to complement any stepping
- Limited kerbs
- Adapted exterior surfaces
- Easily accessible lobby
- Clearly labelled escape route signage
- Safe use of internal and external doors
- Toilets and washing facilities
- Lighting
- Ventilation
- Ramps
- Handrails
- Widened doors
- Electromagnetic security doors

Both schools are fire compliant with both visual and audible alarms. Textured paving slabs are present at both schools to assist the visually impaired. All toilets have safety locks enabling access in an emergency.

Both sites permit assistance dogs on-site and a sign is present to declare this.

2. Increase the extent to which disabled pupils can participate in schools' curriculums

At The Carey Federation, all children have access to a full, broad and balanced curriculum. We will make adaptations to plans covering a range of elements including ensuring that teaching and learning is accessible through school and classroom

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

We will plan to improve access to the curriculum for all disabled pupils, although many adjustments will be dependent on individual needs and may be provided through the provision map, healthcare plan or outline of support process.

At The Carey Federation, the staffing structure will be maintained so that sufficient staff, both teaching and support, are available to meet the needs of all pupils. In addition, children with an EHCP may have TA and MTA hours directed solely to meet their needs. In cases where timetables are complicated and/or a member of staff is appointed this time and already works at the school, allocated hours may be split between more than one person. The needs of the child will always be the deciding priority.

In preparation for transition from class to class in September, the SENCo and Executive Headteacher will meet in a timely manner to identify which member of staff is best qualified to support any disabled pupil. Training needs will be identified and booked as soon as is practicable.

The parents of children with disabilities will be notified which members of staff will be working with their child.

Training and information for teachers/support staff will form part of the SENCo's role who will update staff on strategies for supporting children with specific learning difficulties/disabilities, so as to keep staff skills current. This may be prioritised by the needs of children currently on roll.

Improving the delivery of information to pupils with disabilities

The SENCo and Executive Headteacher will identify those disabled children or parents whom may require information such as handouts, timetables, information about school events usually provided in writing.

Information may be made available in alternative formats such as Braille, audio tape and large print. Also, orally transmitted information may be sent via text or e-mail. We aim to send this

information within a reasonable timeframe and take account of the pupils'/parents' disabilities and their preferred format.

Other related school policies

Equality Policy

Carey Federation Disability Equality Scheme

Carey Federation Gender Equality Scheme

SEND Policy

Aims

In line with our school motto and Carey Qualities shown above, The Carey Federation aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this include:

- having high expectations of all pupils – in line with our 'Aim High' motto

Staff will 'Be Resourceful' by:

- 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 school trips and excursions so that pupils with disabilities can participate
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- planning the physical environment of the school to cater for the needs of pupils with disabilities
- by providing written information for pupils with disabilities in a form which is user friendly
- by using language which does not offend in all its literature and make staff and pupils aware of the importance of language

- by examining our library and reading books to ensure that there are examples of positive images of disabled people
- Questionnaires to parents/carers to assess views on accessibility issues

Monitoring

The Carey Federation recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. (Essentials are in **Bold** type)

- **Attainment**
- **Attendance**
- Punctuality
- Effects of pastoral strategies
- Rewards
- Sanctions
- **Exclusions**
- Response to teaching styles/subject/support and intervention
- SEN Register
- Setting/groups
- Extra-curricular activities
- Homelearning
- **Health and Safety issues**
- **Selection & safer recruitment of staff**
- **Governing body representation**
- Parents attending consultation meetings
- Parents' involvement in the life of the school (representation on PTFAs, extra curricular activities, school productions, sports day, fetes etc)

Useful links and documents:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

<http://www.nidirect.gov.uk/school-accessibility>

Priority Target	Success Criteria	Timescale	Cost/Budget	Responsibility
Increasing the extent to which pupils can participate in the school curriculum	Staff aware of pupils' individual needs	Ongoing	N/A	All staff
	Ensure relevant pupils can access curriculum by employing and using trained staff.	Ongoing		All staff
	Effective use of equipment to promote learning where appropriate e.g. Physical enhancement	As needed		All staff
	Curriculum Planning makes provision for all pupils	Ongoing		All staff
	Lessons address a variety of learning styles and teaching strategies and are differentiated appropriately.	Ongoing		All staff
	Monitoring of pupils to ensure significant progress is made	As needed		All staff

	School visits are accessible to all pupils regardless of attainment or impairment.			
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Priority Target	Success Criteria	Timescale	Cost/Budget	Responsibility
Improving the delivery of information in writing in an appropriate format.	Provide suitably enlarged, clear print for pupils with disabilities. Following advice from relevant support services extend and adapt this provision as required.	As required	N/A	All staff
	Ensure information is in clear print in newsletters etc. for parents, visitors and staff.	Ongoing		All staff
	The school staff will support and help parents to access information and offer to complete forms for them.	As required		All staff

Provide positive role models of disabilities	Ensure people with disabilities are represented as positive role models in assemblies. Provide positive images of children with disabilities in school books	On-going	£100	All staff
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