



Delabole 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 pupils/students 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 setting'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, the school leadership have regard to the Equality Act 2010
- Our setting
 - 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
- The setting 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 that the school is better placed to anticipate the needs of both current and potential future DSEN pupils so that potential accessibility gaps in the curriculum are identified and addressed swiftly and effectively.
- To ensure that all staff have access to high quality CPD in order to be given the relevant skills to support DSEN pupils.
- All school trips continue to be planned with DSEN children in mind and this is explicitly captured in the planning stage.
- To continue to monitor and strategically deploy access for DSEN pupils to extracurricular activities.
- To ensure that DSEN pupils are able to access the Virtual Offer and that there is equity of provision for all pupils.
- To source and celebrate rich but accessible children's texts which link to Enquiry focuses but which enable DSEN pupils to access knowledge appropriate to their cognitive level.

Improving access to the physical environment of the school

- Long term to explore the provision of improved outdoor learning spaces in the front playground. This would be a long-term fundraising goal which would enable those pupils with sensory and social emotional needs to access quiet lunchtime provision with smaller numbers and so have a more successful lunchtime play experience.
- To continue to ensure that children with visual impairment and any other sensory barriers i.e. hearing, are supported during fire evacuation procedures through PEEPs.

Improving the delivery of written information to disabled pupils

- To ensure that all communication and information provided is accessible – particularly online where families/pupils have barriers to accessing the Virtual Offer. To take account of parent's preferred formats and to deliver within reasonable time frames.
- To ensure that people with DSEN can access all areas of the website.
- To continue to audit and support DSEN parental access to online learning platforms – Tapestry and Seesaw – so that they have equal access to ongoing dialogues around their child's learning.

Financial Planning and control

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan

	Accessibility Outcome/ Intent	Action to ensure Outcome/ Implementation	Who responsible	Time Frame	Reflection/Impact
Short Term	To ensure that the school is better placed to anticipate the needs of both current and potential future DSEN pupils so that potential accessibility gaps in the curriculum are identified and addressed swiftly and effectively.	Regular and ongoing audit of curriculum design DSEN pupils can access the full curriculum offer	HoS/Teachers /SENDco Strategic Partner monitoring role Hub Councillors monitoring role.	Ongoing termly through Curriculum Planning release	Termly and end of school Year as part of SEF/Curriculum Design spring-boarding into 2021
Short Term	To ensure that all staff have access to high quality CPD in order to be given the relevant skills to support DSEN pupils	Strategically targeted CPD linked to SDP and Performance Management cycles for all staff DSEN pupils can access the full curriculum offer because staff are alert to and adept at removing multiple barriers to learning	HoS SENDco Strategic Partner GB to maintain CPD matrix Hub Councillors monitoring role	Ongoing but planning and review linked to Performance Management Cycle	Review opportunities built into the Performance management Cycles. Final Review Summer 2 2021

Short Term	All school trips continue to be planned with DSEN children in mind and this is explicitly captured in the planning stage.	Needs of pupils taken into consideration at planning stage of all enrichment opportunities – explicit on Risk Assessments and planning documents DSEN pupils can access the full curriculum offer and are empowered to meet new challenges in line with their peers.	Teachers, SENDco and external providers SLT monitoring	Ongoing as part of termly Curriculum Planning release	Final review Summer 2 2021
Med Term	To continue to monitor and strategically deploy access for DSEN pupils to extracurricular activities.	Needs of pupils taken into consideration at planning stage of all enrichment opportunities – explicit on Risk Assessments and planning documents. Ensure differentiation is in place and barriers removed DSEN pupils enjoy a range of wider cultural experiences for learning	Teachers, SENDco and external providers SLT monitoring	Spring and Summer 2021	Termly X3 a year
Short Term	To ensure that DSEN pupils are able to access the Virtual Offer and that there is equity of provision for all pupils.	Audit and support package offered to all parents. Specific focus of 'task design' on Seesaw and Tapestry i.e. auditory and visual with text as required. Further bespoke levels of support offered to individual families as required.	HoS/Digital Strategy Team Teachers, SENDco SLT monitoring	Ongoing as part of online learning design	Termly and end of school Year as part of SEF/Virtual Offer review spring-boarding into 2021

		DSEN pupils can access the full curriculum offer and respond to home learning challenges at an appropriate level			
Med Term	To source and celebrate rich but accessible children's texts which link to Enquiry focuses but which enable DSEN pupils to access knowledge appropriate to their cognitive level.	SLT to audit book provision and through ongoing curriculum design, to source and distribute high quality, engaging texts which enrich aspects of enquiry but are accessible to DSEN pupils. This includes audio books. DSEN pupils can access the full curriculum offer and have a profound love of Reading	SLT SENDco	Throughout the year linked to termly Curriculum Planning cycle	Summer 2 2021

	Accessibility Outcome/ Intent	Action to ensure Outcome/ Implementation	Who responsible	Time Frame	Reflection/Impact
Long Term	To explore the provision of a quiet courtyard space or garden/outdoor classroom leading from Class 2 and adjacent to the main playground This would be a long-term fundraising goal which	To source funding and deploy resources to provide this important space for social, emotional and mental health development. DSEN pupils are given their best chance to cope with	SLT Admin staff and local community for fundraising	Autumn 2021	Throughout 2021 and 2022

	would enable those pupils with sensory and social emotional needs to access quiet lunchtime provision with smaller numbers and so have a more successful lunchtime play experience.	the mainstream day and in particular identified, high risk triggers such as lunchtime provision are removed. DSEN pupils have a safe space in which to be and nurture small group social interactions.	Estates Team (Andy Hall)		
Short Term	To continue to ensure that children with visual impairment and any other sensory barriers i.e. hearing, are supported during fire evacuation procedures through PEEPs	Audit pupil responses to practice drills. Respond to needs on an individual level in order to reframe drills and enhance access as required.	SLT All staff	Termly through ongoing Fire Drills	Ongoing as part of review of fire evacuation procedures

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Short Term	To ensure that all communication and information provided is accessible – particularly online where families/pupils have barriers to accessing the Virtual Offer. To take account of parent's preferred formats and to	Audit of access to Digital Offer from September 2020. Options shared with parents and their requests taken on a need led basis. Additional Tapestry subscriptions purchased for DSEN families as relevant.	SLT Digital Strategy Team IT support Teachers SENDco	Ongoing from September 2020 Deployment of laptops Term 2	Termly as part of Digital Strategy Review Impact review Summer 2 2021

	<p>deliver within reasonable time frames.</p> <p>To deploy Tapestry as the preferred online platform for DSEN pupils/families.</p>	<p>Provision of laptops for families with barriers to digital access from Term 2.</p> <p>Monitoring of pupil access ongoing through teacher home learning review cycles.</p> <p>Tapestry the preferred online platform for DSEN families.</p>			
Short Term	To ensure that people with DSEN can access all areas of the website.	<p>Website Audit</p> <p>Full accessibility for all.</p>	Digital Team SLT Admin staff	Termly	Full website audit, review and update September 2021
Short Term	To continue to audit and support DSEN parental access to online learning platforms – Tapestry and Seesaw – so that they have equal access to ongoing dialogues around their child's learning.	<p>Staff to ensure that home learning tasks are clearly signposted to pupils and parents.</p> <p>Media tutorials are available to support parents but also face to face support.</p> <p>Clear cycles of home learning and review.</p> <p>Tasks/Information shared in different formats to meet specific needs.</p>	Digital Team SLT Admin staff Teachers	Ongoing through termly home learning cycles	Full audit, review and update of Digital Offer September 2021

	Accessibility Outcome/ Intent	Action to ensure Outcome/ Implementation	Who responsible	Time Frame	Reflection/Impact
Short Term	As part of PTFA (FODs) activities, to ensure there is access for all parents and children.	Audit Planning Feedback Review	SLT PTFA group	Through our 2020-2021	Summer 2 2021