



The Mease Federation
Mary Howard St. Andrew's

Federation improvement

Accessibility Plan

2022-2025

Believe

The Mease Federation is a union of two, small, rural Primary schools in villages that lie on the River Mease. **Mary Howard CE Primary School** and **St. Andrew's CE Primary School** are both church schools that are connected not only by the river, but by the ambition they both hold for all the children within the federation.

MOTTO

The Mease Federation's motto is **Believe** – believing in you, believing in each other and believing in our faith. *'I can do all things through Christ who strengthens me'* (Philippians 4:13)

VISION

At The Mease Federation we are aspirational for the future of all our pupils in that they will learn how to grow and develop into physically and mentally healthy, successful, spiritual and moral citizens. In our inclusive Christian schools, we support each other to thrive together as *'One Family Under God'*.

MISSION

At The Mease Federation we are a community of children, parents/guardians, staff, governors and neighbours who challenge and support each other to flourish. Our mission is to provide a safe space for our pupils to develop:

- A life-long love of learning
- Inquisitive, creative and critical thinking skills that they can use to solve problems
- A willingness and ability to communicate with different audiences
- Confidence and resilience in and out of school and their future workplace

INTENTIONS

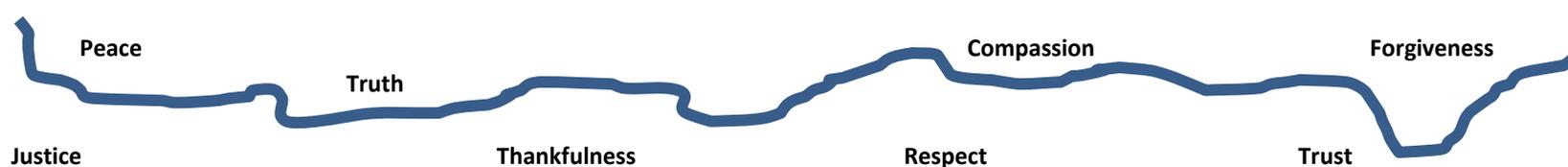
At The Mease Federation our intentions are to motivate, appropriately challenge and support all the pupils to experience enjoyment through academic, personal and social achievement. We enable this to happen by providing:

- High quality teaching
- A varied and relevant curriculum
- Collective Worship

VALUES

The Mease Federation has a strong commitment to Christian and Human Values that underpin our decisions and drive the curriculum, teaching, collective worship and wider opportunities we provide.

Love



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We are committed to providing an accessible environment which values and includes all pupils, staff, parents/carers/guardians and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to maintaining a culture of **awareness**, **tolerance** and **inclusion**. The Mease Federation aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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1. Aims

The Mease Federation plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to Mary Howard and St Andrew's Primary Schools. We are committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including disability issues. This is the federation's Accessibility Plan, as required under the Equality Act 2010.

The purpose of this plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils and adults with disabilities to take advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information for pupils and adults with disabilities.

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2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a “substantial” and “long-term” adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, “long-term” is defined as “a year or more” and “substantial” is defined as “more than minor or trivial.” The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make “reasonable adjustments” for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to the premises.

Contextual information

At **Mary Howard** the school is separated into the main building with offices, 2 classrooms and the school kitchen. The third classroom is in a separate mobile in the playground, with toilets. The main building is brick-built with a mix of old and new extensions, fully accessible for wheelchairs. The mobile classroom has a ramp to the rear for wheelchair access. All areas of the school grounds are accessible. At present we have no wheelchair dependent pupils or staff but we have some parents with mobility impairments. On site car parking for staff and visitors includes a dedicated disabled parking bay.

St Andrew's site consists of one large building with offices and 3 separate classrooms. The majority of the school's access points are level. The Class 1 playground can be accessed by a ramp. At present we do not have any wheelchair dependent pupils or staff but we do have pupils and some parents with mobility impairments. On site car parking for staff and visitors includes a dedicated disabled bay.

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Current good practice

Equality and Inclusion

- ✓ We ask about any disability or health condition in early communications with new parents and carers.
- ✓ If needed, we complete a care plan in consultation with the family, updating this annually or as and when required.
- ✓ For parents and carers of children already at the school, we collect information on disability annually via the pupil data collection sheets. Allergies are monitored carefully and taken into consideration by our catering providers to enable good access to the range of food on offer.

Physical environment

- ✓ We continually improve and develop the accessibility of the school environment, reviewing and action planning for this through our Annual Health and Safety Evaluation Checklist (October) and our Health, Safety and Wellbeing Audit (January) for the local authority.
- ✓ All pupils have equal access to all areas within the schools. We also give parents/carers/guardians the opportunity to disclose any access needs they may have themselves, ensuring that they have full access to school events and the school community.
- ✓ Personal Emergency Evacuation Plans (PEEPS) and risk assessments are in place for pupils with additional physical needs. These are reviewed at the start of the Autumn Term each year with copies issued to all adults involved and the planned evacuation strategy routinely practised.

Curriculum

- ✓ As small schools, we have good knowledge of our pupils' needs and strong relationships with their families. Teachers use this to ensure their classroom practice is inclusive and personalised learning is prioritised wherever possible.
- ✓ This is further supported by experienced and well-trained teaching assistants who are available each morning to provide additional support and intervention where this has been identified as being needed. Provision Mapping ensures our pupils receive this help for academic, physical, emotional or speech and language needs.

Information provided by the school

- ✓ Written material is available in alternative formats on request, and when this is accessible to the school from external providers.
- ✓ Staff sensitively explain information for parents/carers/guardians who are unable to access written documents.
- ✓ We seek advice from agencies such as the Hearing and Vision Support Service about how best to deliver information using, for example, IT software to produce customised materials if necessary.

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3. Action Plan

Equality and Inclusion			
Targets	Strategies	Time Scale	Outcome
To review all statutory policies to ensure that they reflect inclusive practice and procedure	<ul style="list-style-type: none"> To comply with the Equality Act 2010 	Ongoing 2022-25 Rolling programme	All policies clearly reflect inclusive practice and procedure
To ensure the Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings.	<ul style="list-style-type: none"> Clerk to add to list of required publication details. 	Annually	Adherence to current legislation and update governors on the improvements and actions identified.
To organise training for specific requirements of individual pupils.	<ul style="list-style-type: none"> Staff/ governors to attend awareness training relating to the current needs of pupils across the federation. 	Training to be on going as and when required.	Staff are aware of issues relating to accessibility for individual pupils, staff and parents/ carers.

Physical environment			
Targets	Strategies	Time Scale	Outcome
To ensure all classroom environments are adapted to suit all users.	<ul style="list-style-type: none"> Classrooms are optimally organised to promote participation and independence. Pupils have equal access to resources and equipment. Specialist equipment may be supplied for individuals if necessary. 	<p>Reviewed annually.</p> <p>Review regularly the layout of furniture and resources to support the needs of individuals where necessary.</p>	<p>All pupils and staff will have equal access to the classroom environment and resources.</p> <p>Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils</p> <p>Increase in access to the National Curriculum and improve characteristics of effective learners.</p>

Curriculum			
Targets	Strategies	Time Scale	Outcome
To ensure all groups of SEND pupils are making good progress in relation to their own targets. To achieve at least in line with national expectations for subjects which their special educational need is not a barrier.	<ul style="list-style-type: none"> • Support and training for aspects of SEND and differentiation to ensure reasonable adjustments are being made. • Individual Pupil Learning Plans (PLP's) are updated on a termly basis. • Quality First Teaching training for teachers (2022) 	On- going process and school will respond to the needs of the pupils which will inevitably adapt and change over time.	All staff have awareness of the needs of individuals with SEND in school. Some staff have further training to support specific pupils and enable all pupils to access the curriculum. Clear provision mapping.
Improve staff disability and special educational needs awareness and provide strategies to make reasonable adaptations to improve curriculum access for all.	<ul style="list-style-type: none"> • Engage with outside agencies to provide support/advice and strategies to support pupils with additional needs. 	Ongoing	All teachers are able to fully meet the requirements of any disabled children's needs with regards to accessing the full and rich curriculum.
Use ICT to support learning.	<ul style="list-style-type: none"> • Audit hardware and software to ensure technology is available to support learning where appropriate. 	By end of 2023	Effective use of laptops/ iPads with assisting software will be available to enable ICT to support learning where necessary.

Information provided by the school			
Targets	Strategies	Time Scale	Outcome
To provide information in other languages or provide interpreters where English is not the first language and presenting a barrier to communication.	<ul style="list-style-type: none"> Parents and children will be able to access information in their own language. Source a range of interpreters ready to access if required. 	As required	All school information available to all.

4. Monitoring arrangements

This Accessibility Plan reflects a 3-year period (2022-2025) but will be reviewed and updated annually. The plan is available on the federation website, and paper copies are available on request. It will be approved and monitored by our Governing Board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- The Mease Federation SEND Information Report
- The Mease Federation Health and Safety Policy
- The Mease Federation Supporting pupils with medical conditions Policy

