PATHFINDERS

FEDERATION OF ST MICHAEL'S, ERPINGHAM & NORTHREPPS

Accessibility Plan

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Chair of Governors:-	**Olivia Corfield**
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The purpose of this plan is to show how Pathfinders Federation intends, over time, to increase the accessibility of our school for disabled pupils. We are committed to providing an environment that enables full curriculum access for all and that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

1. The Purpose of this Plan

This plan sets out how our schools will increase access to education for disabled pupils in three key areas:

a) increasing the extent to which disabled pupils can participate in the school curriculum;
b) improving the environment of the schools to increase the extent to which disabled pupils can take advantage of education and associated services;
c) focusing on how we deliver information, which is often only provided in writing to improve accessibility for all including disabled parents.

Our schools accessibility plan will be reviewed every three years and reported on annually.

2. What does accessibility and inclusion mean for our schools?

We are committed to providing schools that can be accessed, understood and used to the greatest extent possible by all people regardless of their ability or disability.

When reviewing or redesigning our school environment (such as our buildings, technology, information, communication or culture) we will be guided by the following:

a) Provide the same means of use to enable access for all users: identical whenever possible; equivalent when not

b) Avoid segregating or stigmatizing any users

c) Provisions for privacy, security and safety shall be equally available to all users

d) Ensure dignity in use for all users.

3. Definition of disability

The definition of disability is set out in the Equality Act 2010, Part 6:
'A physical or mental impairment which has a substantial and long term effect on a person's ability to carry out normal day to day activities'.

Reasonable adjustments for disabled people

Where something the schools do places a disabled person at a substantial disadvantage compared to a non-disabled person, we will take all reasonable steps to try to avoid that disadvantage. This may mean changing the way we work, providing extra equipment or removing physical or other barriers.

4. Information about our schools

You can find out about our schools on our website - https://www.pathfinders.norfolk.sch.uk/

5. What we have in place to make our schools accessible

To increase access to the curriculum for pupils with a disability

At Pathfinders Federation, we work hard to ensure that our curriculum is differentiated for pupils of all abilities. We adapt resources so that they are suitable for all children and select resources so that they are representative of the full breadth of society. We use programmes such as Global Citizens and No Outsiders to increase our children's understanding of diversity. As we are a small schools, all staff know our children very well. This means that we can adapt

activities to suit individual needs quickly and accurately.

One of the real strengths of our school is our nurture provision. We assess children's needs using resources such as the Boxall profile and our pastoral lead provides various interventions to support children in their social, emotional and mental health. For example, we provide 1:1 walk and talk sessions, sensory circuits, lego groups to work on social skills, wishes and feelings work and carefully planned trauma-informed work. These sessions enable children to manage their feelings and regulate themselves so that they can access lessons.

In addition to this work, all children Northrepps and Erpingham access Forest School for half a day a week or every fortnight. These sessions encourage resilience and increase children's self-esteem. The sessions create a safe space for children to take risk and to learn about themselves through their successes and through the times when things don't work so well. We ensure that these sessions are accessible to all and work sympathetically to support children in their social and emotional wellbeing within the woods.

Within the classroom we use SEN funding to provide teaching assistant support for children in each class alongside 1:1 support for children with high needs when additional funding is available. Our teaching assistants are well trained for a range of SEN needs and are supported and guided by our experienced SENDCo. As a small staff, we are able to work closely together so that everyone understands the needs of every child and approaches are consistent across the school.

To improve and maintain access to the physical environment
Where pupils, staff or parents have specific physical needs, we adapt our environment whenever possible to allow them equal access to our site and our curriculum. We work hard to be flexible in our approach to learning and are developing immersive classrooms which can be adapted to suit the needs of children in each class.

Where children have additional physical or emotional needs, we work with parents to decide what adaptations need to be made to ensure accessibility. We might also adapt our environment to meet the behavioural needs of children should this be appropriate. Any additional requirements will be written into children's support plans and shared with all staff to ensure consistency.

Should circumstances change for any member of our community, we will carry out risk assessments to ensure equal access and will also complete individual plans such as PEEPs (Personal Emergency Evacuation Plan) as appropriate. We work closely with the families in our community to complete this work.

We review our practice every term as we change our topics and classroom spaces.

To improve the delivery of written information to pupils and parents
As small schools, we know the families within our community well and liaise with them often to ensure that the information we share is accessible.

We are aware of the services which the Local Authority provide to convert written information into alternative formats and we will seek their advice whenever appropriate.

Within the classroom and around our setting, we use visual timetables and other symbols to ensure that all children are included. We have a very good understanding of the needs of our children and are proactive in seeking, and acting upon, advice from outside agencies. Our staff are well trained in how to adapt resources and other written information to meet the needs of our children.

6. Challenges to accessibility that we want to address

Our schools are small, Victorian buildings with additional spaces which have been added over time. This makes it challenging for us to ensure every space is accessible to all.

Our curriculum is engaging and multi-sensory which can sometimes prove challenging for children with specific needs. This can also be true of our immersive classrooms which sometimes could sometimes be over stimulating.

7. Action Plan

	What are we doing?	What will it mean for pupils?	Who is responsible for achieving it?	When it will be achieved?
1	Ensure that our curriculum offer is regularly reviewed to ensure adaptions are made when needed so there is equality of access for all pupils.	This will mean that our curriculum encourages a positive learning experience and good progress for all. No child will be disadvantaged.	SLT Class teachers SENDCO	Ongoing
2	Review our immersive classrooms each term in relation to the children's needs. Ensure that reasonable adjustments are made for children e.g. creating individual learning spaces in a quieter area.	This will mean that all children are able to thrive within our classroom environments and, what improves learning for one doesn't disadvantage another.	SENDCo Class teachers	Termly
3	Ensure that any reasonable adjustments to our physical environment are made quickly and we are proactive in seeking advice from external agencies.	Our school will be accessible to all	SLT	Ongoing
4	We will quickly create risk assessments and personal plans to ensure that physical needs are met in case of emergency.	Pupils and adults will be safe in case of fire etc. Risk assessments will be created with children and their families whenever circumstances change e.g. a broken leg etc.	SLT Class teachers	Ongoing
5	We will review current school publications and promote the availability of different formats where required.	Our community will feel able to access all communication in a format which suits their needs. Staff will be confident in the different formats available.	SLT Office staff	Ongoing