



Weare Church of England First School Accessibility Policy and Plan

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfE in July 2002.

Weare Academy buildings are well placed to meet the needs of disabled pupils:

- all classrooms are on the ground floor or have ramp access.
- use of these classrooms can be rotated to meet pupils' needs.
- all public-access rooms, including front and back entrances, toilets and hall are on the ground floor.
- access to the school site can be made without using stairs or steps.
- a disabled toilet was installed in 2003.
- a ramp to the porta-cabin to be used for pre-school was installed in 2015
- a ramp to the pre-school was installed in 2016
- wheel chair lift is serviced and fully functional with staff trained to operate 2018
- wheel chair lift has been replaced and fully functional with staff trained to operate 2022

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"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 Objective

Our key objective is to reduce and eliminate barriers, to have access to the curriculum, to enable full participation in the school community for pupils, prospective pupils and our adult users, with a disability.

Principles

1. Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.
2. The school recognises its duty under the DDA (as amended by the SENDA):
 - 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

1. Governors and staff will have regard to the DRC Code of Practice (2002).
2. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
3. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014, which underpin the development of an inclusive curriculum:
 - setting suitable learning challenges.
 - responding to pupils' diverse learning needs.
 - overcoming potential barriers to learning and assessment for individual and groups of pupils.

Activity

Weare Academy has identified the following points for action, as part of its school development planning, in order to achieve the key objective:

a) increasing access to the curriculum

School staff receive training, to make the curriculum accessible to all pupils and are aware of its importance. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND advisers, and of appropriate health professionals from the local NHS Trusts.

b) improving access to the physical environment

The school will take account of the needs of pupils and other users, with physical difficulties and sensory impairments, when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c)improving the deliverer of written information this includes providing information about the school and events in alternative formats when required or requested, within a reasonable time frame.

In particular:

- a disabled parking space is provided at the side of the school near the school gate in the main carpark
- a further disabled parking space is located in the staff parking area next to the main playground
- a safe storage area for oxygen needs is identified (First Aid Room) if required
- ramps are positioned to ensure access to all buildings that are not on a level.
- sound field systems are located in Reception Class, Year One, Year Three, Year Four and the hall and a mobile sound system is used in others areas of the school and at the church

c) Provision of information in other formats

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Improving access to the curriculum

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a range of equipment available for day to day use which is under constant review.

Targets	Actions	Timescale	Responsibility	Outcomes
All teachers and TAs to have the necessary training to identify, teach and support pupils with specific needs/disabilities.	Staff attend appropriate training eg staff meetings or INSET for training identified such as dyslexia, attachment training, medical needs training etc	Ongoing	Headteacher/SENCo/ SEND Inclusion Manager	Raised confidence of staff in strategies for differentiation and increased pupil participation.
All staff are aware of disabled children's curriculum access	Set up system of individual access plans for disabled children.	As required	SENCo/ SEND Inclusion Manager	All staff aware of individual pupils' access needs.
Ensure all staff are aware of, and able to use, SEND	Run i-training sessions on use of SEND Software e.g.	Ongoing	SENCo/ SEND Inclusion Manager	Wider use of SEND resources in mainstream

software and resources	Communication in print, STC Sloping boards for pupils with fatigue problems or motor difficulties Coloured overlays for pupils with visual difficulty Specially shaped pencils and pens for pupils with grip			classes.
All extra-curricular/off site activities are planned to ensure, where reasonable, the participation of the whole range of pupils.	Review extra-curricular/off site activities provision.	Ongoing	Headteacher/governors	All extra-curricular/off site activities to be conducted in an inclusive environment.
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in classrooms.	Ongoing	Class teacher/SENCo/ SEND Inclusion Manager	Children have ready access to a range of resources to support learning.
Review all curriculum areas to include disability and accessibility issues.	Include specific reference to disability equality in curriculum reviews.	Ongoing as curriculum policies are reviewed.	Headteacher/subject leaders	Updating of disability issues into all curriculum areas.
Ensure disabled children are able to participate in after school & lunchtime activities.	Review that clubs at lunch/after school are inclusive.	As required	Headteacher/SENCo/ SEND Inclusion Manager	Disabled children are confident and able to participate equally in lunchtime & after school activities.

Improving access to the physical environment

Improving teaching and learning, lies at the heart of the school's work. Through self-review and continuous professional development, we aim to enhance staff knowledge, skills and understanding. It is central the vision of the school that all children are enabled to participate fully in the broad life of the school.

Targets	Actions	Timescale	Responsibility	Outcomes
Ensure that any disabled pupils can be safely evacuated	a) Put in place Personal Emergency Evacuation Plans for any affected children b) Ensure that all staff are aware of their responsibilities	Reviewed annually as part of Emergency Procedure Plan	Headteacher/governing body	Any disabled children and staff working with them are safe and confident in the event of an emergency eg fire, following regular fire drills and evacuation procedures and responsibilities
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors	To create access plans for individual disabled pupils Be aware of staff, governors and parents access needs. Consider access needs during recruitment process.	As required As required	Headteacher/ SENCo/ SEND Inclusion Manager/ Business Manager/Site Manager	All staff aware of pupils' needs On-going improvements in access to all areas when undertaking routine and maintenance works. All staff, governors and parents feel confident that their physical needs are met.
First Aid and Medical Room has a changing surface which can be raised/lowered to a safe height for pupils to embark and disembark	Ensure annual servicing and review for individual users mean it meets satisfactory requirements	Reviewed annually through servicing procedure and as required for any new pupils	Business Manager / SENCo/ SEND Inclusion Manager	Staff working with individual pupils concerned are trained to ensure safe use of changing facility which is fit for purpose.
Ensure that plans for a developed Reception Outdoor area are safe, inclusive and accessible for wheel chair use; and does not detract from access coming in and out of school	To create and inclusive outdoor play area which serves to develop pupils physical, imaginative and problem-solving development	2018-2020	Headteacher, Foundation Stage Leader, Business Manager/Site Manager	All pupils can access and benefit from improved facilities for Reception class outdoor free-flow play area.

Ensure all staff are aware of, and able to use, SEND software and resources	Staff to be made aware of resources currently available	Ongoing	SENCo/ SEND Inclusion Manager	Wider use of SEND resources in mainstream teaching.
Maintain a level playground surface suitable for wheel chair users.	Address two uneven areas in the playground: roots of trees lifting and drain which is 'sinking'.	2018-19	Headteacher /Site manager	Playground surface is suitable for accessibility for wheel chair users.
Ensure wheelchair accessibility to the outside door of Year 3 classroom and a surface outside the classroom suitable for wheelchair users.	Access ramp to be installed to outside door of Year 3 and relaying of paving slabs outside Year	2022 - 23	Headteacher, SENCO, Site Manager	Provide safe access outside and a ramp going into the Year 3 classroom
First Aid and Medical Room's changing surface is to be replaced with a longer one	To ensure that it is the correct length for the individual users to meet satisfactory requirements	2022- 23	Business Manager / SENCo/ SEND Inclusion Manager	Staff working with individual pupils concerned are trained to ensure safe use of changing facility which is fit for purpose.

Improving access of information

In planning to make written information available, we need to establish the current level and need and be able to respond to changes in the range of need.

Targets	Actions	Timescale	Responsibility	Outcomes
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve	Include questions in parent survey July 2019 regarding quality of communication	July 2019 & July 2021	Headteacher	Parental information is surveyed and action taken as appropriate
School website reviewed	Include questions in parent survey July 2019 regarding quality/ease of use of current website	July 2019-21	Website Leader: Sara Packer	Parental information is surveyed and action taken as appropriate
Availability of written	The school will make itself	As required	All staff	Format of documentation

material in alternative forms upon request eg. large print.	aware of services for converting written information into alternative formats. School staff will support and help parents/carers to access information and complete forms for them.			altered appropriately.
Ensure the curriculum can be accessed by all children.	Check resources do not create barriers to learning.	Ongoing	Class teachers/SENC/ SEND Inclusion Manager	All children access all areas of the curriculum.

Linked Policies

This Plan will contribute to the review and revision of related school policies and documents:

- Academy Improvement Plan
- Equality Policy and Objectives
- Behaviour Management Policy
- Health and Safety Policy
- SEND policy
- Curriculum Policy
- Vision and Values Statement

The Accessibility Plan is ambitious therefore it may not be feasible to undertake all the works during the life of this Accessibility Plan and some items may roll onto subsequent plans.

The Accessibility Plan will be monitored through the relevant Local Governing Body Committees.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Date of Plan: June 2022

The plan was approved by the Governing Body on 30th June 2022

Review Date: June 2025