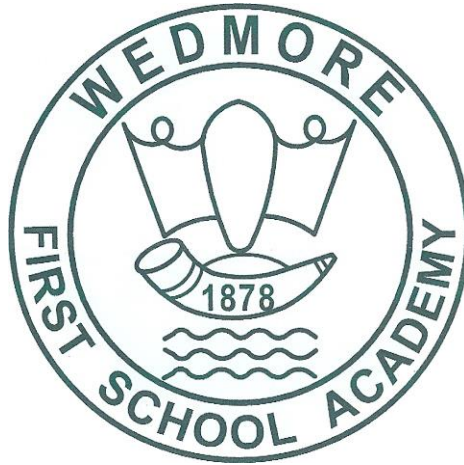


Wedmore First School Academy



Accessibility Policy & Plan 2019-2022

Date: November 2019
Review Date: November 2022

Wedmore First School Academy

ACCESSIBILITY POLICY & PLAN 2019-22

Introduction

All schools are required under the Equality Act 2010 to have an Accessibility Plan. This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10 of the Equality Act, relating to Disability. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.

The purpose of the plan is to set out how, over time, a school will:

- Increase the extent to which disabled pupils can participate in the curriculum, making reasonable adjustments to the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improve the physical environment of the school to enable disabled pupils and visitors to take better advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education;
- Improve the delivery of information to disabled pupils and parents eg handouts, timetables and information about school events in alternative formats when necessary, and within a reasonable timeframe.

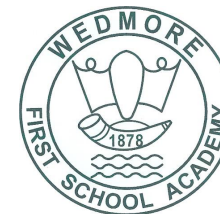
Vision and Aims

Wedmore First School Academy aims to treat all stakeholders, including pupils, prospective parents, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. We will ensure that through training, staff and governors will be aware of our duties to support children with disabilities. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, and allow them to learn, achieve and participate fully in school life.

We are committed to providing a fully accessible environment to enable this to happen. Our pupils are provided with high quality learning opportunities and we strive to enable our pupils feel confident and have a positive view of themselves. We want our pupils with a disability to access all elements of school life and we recognise that we may have to do things a little differently on occasions, to make this happen.

Definition of Disability

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice 2015, '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 medical conditions such as asthma, diabetes, epilepsy and cancer.



Wedmore First School Academy Accessibility Plan 2019-2022

Identification of need

Wedmore First School Academy asks for information on any disabilities or health conditions in early communications with new parents/ carers. We also carefully observe and monitor our pupils' progress and behaviour and discuss any concerns with parents/carers as necessary.

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
To continue to train teachers and support staff to meet the needs of children with a range of SEN and/or disabilities.	SENCO regularly reviews the needs of children and provide/access training for staff as needed within budgetary constraints. All staff to attend Autism Awareness Workshop CPD provided by County. Additional staff to update epipen training to meet the needs of children with severe allergies. Consider working towards attaining Dyslexic Friendly School award.	Ongoing	SENCO/SLT	Staff enable all children to access the curriculum.
To ensure that all children are able to access, as far as is safe to do so, all out of hours activities eg. educational visits, Y4 residential trip, clubs etc.	Review off site visits/club activities etc to ensure all children (as far as is safe to do so) are able to participate in them. Ensure appropriateness of new venues used is vetted using EEC risk assessments.	Ongoing	SLT/visit leaders	All providers of out of school education/clubs will ensure that the needs of all children are met.
Use further technology & software to support learning.	Clicker 7 training for all teaching staff and teaching assistants. Increase number of Nessy licences/apps. Increase number of current computer and ipad Clicker 7 licences, if	Summer 2020	SENCO/class teachers	Children benefitting from use of technology to aid learning and record their work are able to access it easily both at school and at home.

	financially possible, to facilitate a whole school licence allowing both teacher and pupil access at home to support learning in school.			
To provide any specialist equipment needed to promote participation in learning by all pupils.	Assess the needs of children in each class and provide equipment as needed eg. Special pencil grips, ear defenders, writing slopes, specialised chairs, technology etc.	Ongoing	Class teachers/SENCO	Children develop independent learning skills.
To ensure children remain aware of disability issues and are accepting of difference.	Implementation of Jigsaw PSHE programme (new Autumn 2019) Assemblies Participation in themed days/fundraising	Ongoing	Class teachers/SLT	Children develop awareness and respect of others.
Develop greater use of symbols and pictures to support communication throughout the school	Investigate Somerset Total Communication training for key staff (previously trained but lapsed with restructuring of training and staff changes in school). Use Writing with Symbols or Clicker 7 when creating signs and notices.	Ongoing	SENCO/class teachers	Communication is accessible to all.

Improving access to the physical environment

Delivering high quality teaching and learning lies at the heart of our daily work. Through self review and continuous professional development, we aim to enhance staff knowledge, skills and understanding. It is a core value of the school that all children are enabled to participate fully in the broad life of the school.

Targets	Actions	Timescale	Responsibility	Outcomes
Ensure access to the Nursery (Duck Class) is safe for disabled children	Ensure ramp at end of Duck Class is maintained to allow access (now that previous main access ramp has been	Ongoing	Business Manager/governors (H&S)	Any disabled pupils or parents/carers are able to access Duck Class.

and adults.	removed due to wear and tear).			
For the Barn classroom building to be extended and re-developed to incorporate Nursery children and create a joint Nursery/Reception Foundation Stage (FS) unit with consideration at planning stage for meeting the needs of children/visitors with disabilities.	Bat survey underway Planning application resubmitted once bat survey completed Original plans amended to reflect needs of today's FS curriculum and access by disabled children and adults. Aim is to be in a position to be able to start construction swiftly once funding is accessed.	Unknown - final part of 3 phased long term development of school over last 10 years. Awaiting access to funding to facilitate project	Governing body & SLT	For children aged 2-4 through the Foundation Stage to be educated in a purpose built building/outdoor free flow environment allowing smooth transitions between Nursery & Reception. To be able to provide more places for Nursery children to join our Academy & feed into main school.
Develop the school playground to take account of accessibility for disabled pupils. This includes those with sensory needs who benefit from quiet areas or visual needs eg textured surfacing prior to steps etc	Review initial plans drawn up by governor architect with School Council input. Some aspects to be considered for now if can be funded, main work to take place once FS unit has been constructed as this will take up some of the current playground space created by the demolition of the Elliott buildings following the main building extension.	Ongoing	Governing body & SLT	For all children, regardless of their disabilities, to be able to enjoy playtimes and access learning outside.
To source acoustic panels or similar for classrooms in main building extension to improve experience of children with sensory issues/hearing impairments	Investigate different options for reducing acoustics and consider means to finance this.	Ongoing	Governing body & SLT	Improved acoustics within the classrooms in the extension.

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
To ensure that all parents/carers and other members of the school community can access information	Written information will be provided in alternative formats as necessary.	As needed.	Office staff	All parents/carers are easily aware of school information.
To ensure that any parents/carers who are unable to attend school because of a disability are able to access parents' evenings or similar events.	Provide contact via written information sent home or by phone.	Ongoing	All teaching staff	Parents/carers are informed of children's progress.
Maintain user friendly website.	Gain feedback on accessibility through parent questionnaire.	Spring or Summer 2020	SLT & Governing body	Feedback regarding website is positive.
Clear signage used around the school site.	Create clear signs in the event of Foundation Stage unit building work being undertaken – both during and after project.	Currently unknown	SLT & Governing body	Pupils, staff and visitors are able to navigate easily around the school site.

The Accessibility Plan should be read in conjunction with the following school policies and documents:

- Academy Improvement Plan
- Admissions Policy
- Equality Policy & objectives
- Health & Safety Policy
- Special Educational Needs & Disability Policy
- Behaviour and Discipline Policy
- School Prospectus & Vision Statement

The Accessibility Plan is ambitious, particularly in its aspirations to create a single based Foundation Stage Unit and revamp the school playground. Therefore it may not be feasible to undertake all of the works during the life of this Accessibility Plan and some items will roll forward into subsequent plans.

The Accessibility Plan will be published on the school website and will be monitored through the relevant Governing Body committees. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Approved by governing body (date):

Signed: