



**Wedmore First School Academy**

## **Accessibility Policy & Plan 2024-2027**

This policy applies to Wedmore First School Academy. It will be reviewed by the Local Governing Body every three years or as necessary to reflect changes in the School's strategy, or UK/EU law and any changes will be brought to the attention of all staff.

*SKent*

Signature:  
Name: Shelley Kent  
Position: Headteacher

Date: 17<sup>th</sup> July 2024

*W. S. Fox*

Signature:  
Name: William Fox  
Position: Chair of the Local Governing Body

Date: 17<sup>th</sup> July 2024

Date ratified by Local Governing Body:

Review Date: July 2027

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## **Wedmore First School Academy**

### **ACCESSIBILITY POLICY & PLAN 2024-27**

#### **Introduction**

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. The Trust Board are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities

At Wedmore First School Academy we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

The Accessibility Plan will be published on the school website.

#### **Definition of special educational needs**

In this policy, ‘special educational needs’ refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND),  
This accessibility plan provides an outline of how the school will manage this part of the SEND provision

## Wedmore First School Academy Accessibility Plan 2024-2027

### Improving access to the curriculum

| Targets  | Actions   | Timescale | Responsibility | Outcomes   |
|--|---|-----------|----------------|--|
| Increase access to the curriculum for pupils with a disability   | Differentiated curriculum for all pupils <ul style="list-style-type: none"> <li>resources tailored to the needs of pupils who require support to access the curriculum</li> <li>Curriculum progress is tracked for all pupils, including those with SEND</li> </ul>   |           |                |  |
| To continue to train teachers and support staff to meet the needs of children with a range of SEN and/or disabilities.   | <ul style="list-style-type: none"> <li>SENDCO regularly reviews the needs of children to determine training needs</li> <li>Ongoing training via National College for teachers, open to all staff</li> <li>Training links from parent EP shared with staff</li> <li>Regular staff meetings focusing on SEND provision</li> </ul> | Ongoing   | SENDCO/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 e.g. educational visits, Y4 residential trip, clubs etc. | <ul style="list-style-type: none"> <li>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.</li> </ul>   | Ongoing   | SLT            | 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.   | <ul style="list-style-type: none"> <li>Nessy licences for up to 30 children – TA to run and manage group, including termly assessments</li> <li>Investigate training for Clicker /</li> </ul>  | Ongoing             | SENDCO/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. |
|  | <ul style="list-style-type: none"> <li>use of ipads for recording of work</li> <li>Times Tables Rock Stars group to start September 2024 to develop rapid recall</li> </ul>  |                     |                       |  |
| 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 e.g. Special pencil grips, ear defenders, writing slopes, wobble cushions, therabands, technology etc.  | Ongoing             | Class teachers/SENDCO | Children develop independent learning skills.  |
| To ensure children remain aware of disability issues and are accepting of difference.          | <ul style="list-style-type: none"> <li>Use of Jigsaw PSHE programme</li> <li>Assemblies focusing on neurodivergence and inclusion</li> <li>Participation in themed events/fundraising</li> <li>Display - neurodivergence</li> </ul>    | Ongoing             | Class teachers/SLT    | Children develop awareness and respect of others.  |
| Develop greater use of symbols and pictures to support communication throughout the school     | Use Writing with Symbols or Clicker 7 when creating signs and notices.   | From September 2024 | SENDCO/class teachers | Communication is accessible to all.  |
| Embed and develop Zones of Regulation programme  | <ul style="list-style-type: none"> <li>Displays in all classrooms to include agreed strategies</li> <li>Toolkits created for all children</li> <li>Identified children to have toolkits displayed for ease of meeting needs</li> </ul> | Ongoing             | SENDCO/class teachers | Children develop ability to emotionally regulate independently   |

## Improving access to the physical environment

| Targets  | Actions   | Timescale            | Responsibility   | Outcomes   |
|--|---|----------------------|--|--|
| Ensure access to the Nursery (Duck Class) is safe for disabled children and adults.  | Ensure ramp at end of Duck Class is maintained to allow access  | Ongoing              | Business Manager/governors (H&S)   | Any disabled pupils or parents/carers are able to access Duck Class.   |
| 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 e.g. textured surfacing prior to steps etc | <ul style="list-style-type: none"> <li>Playground areas to be zoned to enable children to access resources and equipment of their choice</li> <li>Development of a sensory / reflection garden</li> <li>Uneven areas demarcated with bright yellow paint</li> <li>Development of the polytunnel and vegetable garden to support well being and mental health needs</li> </ul> | Academic year 2024/5 | Governing body & SLT<br>Operations Manager (premises, health and safety) | For all children, regardless of their disabilities, to be able to enjoy playtimes and access learning outside. |
| Ensure children have access to our Relaxation Room to allow for emotional regulation   | Monitor use of Relaxation Room, seek children's voice on this (SEND / PP survey, School Council)  | Ongoing              | All Staff  | To provide a quiet space for all children to use   |

## Improving access of information

| 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. |

|  |  |                  |                                 |   |
|--|--|------------------|---------------------------------|---|
| <p>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.</p> | <p>Provide contact via written information sent home, by phone or Teams meeting.</p> | <p>As needed</p> | <p>All teaching staff</p>       | <p>Parents/carers are informed of children's progress.</p>  |
| <p>Maintain user friendly website.</p>   | <p>Gain feedback on accessibility through parent support group.</p>                  | <p>Ongoing</p>   | <p>SLT &amp; Governing body</p> | <p>Feedback regarding website is positive, website is routinely used as a source of information</p> |