



Abbas and Templecombe
Church of England Primary School
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Accessibility Plan

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| Version Number | 1.1 | Signed: Vicky Hukins (Chair of Governors) |
| Author | J.Webb | |
| Published | November 2020 | |
| Review Date | November 2022 | |
| Effective Date | 4 th November 2020 | |
| Consultation | This Policy has been prepared in line with Government Guidelines and Somerset best practice advice. Staff were consulted to ensure consistency of provision. | |

Mission Statement and ethos

We seek to serve the local and wider community by offering children a caring and educationally rich learning environment in which to flourish as individuals and become increasingly valuable members of society. The school is committed to ensuring equal access for all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

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 is written in compliance with paragraph 3 of schedule 10 to the Equality Act 2010.

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.’ Part 1 para 2 includes persons with past disabilities to be included ‘2.(1) The provisions of this Part and Parts II and III apply in relation to a person who has a disability as they apply in relation to a person who has that disability.’

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.

The school recognises its duty under the DDA:

- 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 governors and staff will have regard to the DRC Code of Practice (2002) and Equality Act 2010.

The school recognises and values parents' knowledge of their child's disability and its effect of his/her ability to carry out typical activities and respects the parents' and child's right to confidentiality.

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. The school endorses the key principles in the National Curriculum 2014 framework which underpin the development of a more inclusive curriculum: setting suitable learning challenges, responding to pupils' diverse learning needs, overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

- Education and related activities: The school will continue to seek and follow the advice of Local Authority services such as specialist teacher advisers and appropriate health professionals.
- Physical environment: The school will take account of the needs of pupils and visitors 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.
- Provision of information: The school will make itself aware of local services, including those provided through the LA for providing information in alternative formats when required or requested.

Action Plan

See Appendix A

This plan will contribute to the review and revision of related school policies, e.g.:

- *School Development Plan*
- *SEND Policy and Information Report for Parents*
- *Equality and Diversity Policy*
- *Curriculum Policy*

Appendix A

Education and related activities

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD) we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

| Target | Strategies | Time-scale | Responsibility | Success Criteria |
|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------|------------------------------------------|---------------------------------------------------------------------------------------------|
| Increase confidence of all staff in differentiating the curriculum | Be aware of staff training needs on curriculum access. | On-going/as required | SLT/SENCo | Raised staff confidence in strategies for differentiation and increased pupil participation |
| Ensure classroom staff have specific training on disability issues | Be aware of staff training needs/access to appropriate CPD | On-going/as required | SLT/SENCo | Raised confidence of relevant staff |
| Ensure all staff are aware of disabled children's curriculum access | Write individual access plans for disabled pupils as needed Information sharing with relevant outside agencies involved with the pupil | On-going/as required | SLT/SENCo | All staff aware of an individual's needs |
| Use ICT software to support learning | Ensure software installed where needed | On-going/as required | IT co-ordinator and technician/SLT/SENCo | Use of appropriate SEN ICT resources by pupils and staff |

Physical environment

We are a small, rural school with five classrooms, four of which are fully accessible and one has a fully accessible bathroom. Classroom allocation can be adjusted to meet mobility needs if required. We have a wide range of equipment and resources for day to day use. We keep resource provision under constant review. The school's improvement planning addresses this on an annual basis.

| Target | Strategies | Time-scale | Responsibility | Success Criteria |
|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|---------------------|----------------|--------------------------------------------------------------------------------|
| The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors. | To create access plans for individual pupils as needed | As required | SLT/SENCo | Access plans available to all as needed |
| | Be aware of the access needs of all school users | On-going | | All school users feel their needs are met/have access to all school activities |
| | Consider access needs through recruiting process | Recruitment process | | Access issues do not influence |
| | Ensure staff are aware of the environmental access standard | | | |

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| | | | | recruitment issues |
| Layout of school to allow access for all school users to all areas, including indoor and outdoor spaces | Consider the needs of all school users when considering work on school premises | As required | HT/Governor/Site manager | All spaces in school are fully accessible |
| Ensure all disabled school users can be evacuated safely | Write plans detailing evacuation plans for disabled pupils/inform and train all staff | As required | SLT/SENCo | All staff and pupils can be safely evacuated in an emergency |

Provision of information

This includes planning to make written information that is typically provided by the school to its pupils available to disabled pupils. Examples may include handouts, textbooks and information about wider school life. This information should take account of pupils' and parents' preferred formats and be made available within a reasonable timeframe. The school will identify agencies and sources of such materials to be able to make the provision when required.

| Target | Strategies | Time-scale | Responsibility | Success Criteria |
|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------------|-----------------------------------------------------------------------------|
| Review information to parents/carers to ensure it is accessible | Provide information and letters in clear print and simple English School office/other staff to help parents access information/complete school forms Ensure website and all documents accessible via the school website can be accessed by the visually impaired | On-going | SLT/office staff | All parents are able to access school information |
| Languages other than English to be visible in the school | Some welcome signs to be multi-lingual | On-going | SLT | All parents confident to access information/site of their child's education |
| Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing, sight or language | Access to translators, sign language interpreters, other personnel as appropriate | On-going | SLT | All parents and pupils feel supported and included |