

Accessibility Plan

Wookey Primary School



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Last reviewed on: 15.11.23 by Headteacher, SENDCo and Chair of Governors

Next review due by: No later than September 2025

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan.

If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including as appropriate: pupils, parents, staff and governors of the school.

Our Equal Opportunities Policy reflects our commitment to the concept of inclusion. We provide equal opportunities for all pupils to follow a full national curriculum timetable and to take part in extracurricular activities and the extended life of the school. The individual needs of all pupils will be met effectively so that they benefit as fully as possible from the education they receive and fulfill their individual potential.

We recognise the individual needs of all pupils and maximise everyone's potential: every teacher shares these responsibilities with the support of their teaching assistants. Barriers to learning are identified and strategies employed to reduce those barriers. Where difficulties are identified, staff undertake specialist training e.g. Dyslexia, Dyspraxia, Autism, ADHD, Hearing and Visual impairment etc.

Specialist learning resources are procured and structural changes undertaken if

necessary. The impact of this work is to provide the correct environment for all our pupils to thrive and progress.

The school, with its supportive, integrated environment and in partnership with parents and governors, aims to maximise the self-esteem of all of its students to enable all pupils to realise their full potential.

Ethnic minorities represented in the school are very small and multicultural work is therefore essential through curriculum, assemblies, extra-curricular activities, trips and visits.

A [behaviour for learning policy](#) was designed and implemented, following pupil and staff input. It is well understood and boundaries are clear with a system of rewards in place.

The Accessibility Plan will be made available online on the school [website](#), and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan and is guided by Somerset Local Authority with regard to issues that arise related to Accessibility.

Our school's [complaints procedure](#) covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

Please refer to our [special educational needs policy](#) for an outline of our full provision to support pupils with SEND.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), '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 health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Actions	Success criteria	Responsible/ support from	Target date to achieve
Ensure high quality provision for children with specific needs	<p>Close links with The Access and Assistive Technology Team with visits to review provision and suggest improvements.</p> <p>Resources used to support learning include using ipads and laptops and use of a number of Nessy programmes for individualised learning.</p>	<p>Ensure timely reviews with The Access and Assistive Technology Team of provision for all children with accessibility requirements and set up early consultation for any new children joining school.</p> <p>To have a range of assistive technologies available to support all children’s learning.</p>	<p>Reviews/visits by The Access and Assistive Technology Team show the school has provided appropriate support for these children to maximise their learning potential.</p> <p>A range of tailored strategies and technologies are being used across the school.</p> <p>All children are able to work independently and participate fully.</p>	<p>Class teachers</p> <p>SENDCo</p>	<p>Ongoing</p> <p>Set up after termly IEP reviews</p>
Ensure staff have up-to-date training in specific areas of	School staff have a range of experience and expertise in	Needs of our children are reviewed termly and consideration is given to	Children will have a range of needs met by trained and supported individuals.	Class teachers and teaching assistants to	Ongoing - no ‘end’ date

disability issues.	<p>many different areas of SEND.</p> <p>Children with SEND are well supported with specific members of staff chosen to support certain pupils at certain times, depending on skills and training.</p>	<p>timetabling of interventions/support according to training and skills of staff.</p> <p>Opportunities are given to all staff for CPD relevant to their role or of interest to them for their personal development.</p>	<p>This is reviewed and adapted throughout the year.</p> <p>Evidence-based strategies and systems for review are in place.</p> <p>Children are making good progress because of this support.</p>	<p>deliver.</p> <p>SENDCo to coordinate training and provision</p>	
Provision of and access to 'accessible' toilet improved	'Disabled' toilet available	<p>Keep spaces around this facility clear.</p> <p>Ensure the space is kept clear and well-stocked to meet the needs of all members of the school community requiring accessible toilet facilities.</p>	<p>Staff, families and children needing this facility know where it is and are using it freely, in accordance with DfE Standards for Toilets and Washing Facilities.</p> <p>Daily checks are made to ensure the toilet is clean and well-stocked.</p>	<p>Caretaker</p> <p>SLT</p>	December 2023
Make communications available in languages other than English.	Seesaw has a translate feature so all communications via this method can be read by all.	Ensure families and children with EAL are shown how to use translation features available on school	<p>Children will be accessing translation support where necessary.</p> <p>All children and families will</p>	<p>Class teachers</p> <p>Monitor through parent teacher</p>	December 2023 - checks made with all EAL families

	<p>Ipads are available for EAL children to use translation features.</p> <p>Links made with bilingual members of the community/staff to ease and support communications for children and families.</p>	<p>systems and supported to use these on home systems where appropriate.</p> <p>Request support from EMAS for translation services if completing SEN or Safeguarding documents eg. EHA, Strengths and Needs Toolkit, Effective Support for Children and Families in Somerset etc.</p>	<p>be communicating freely and clearly.</p> <p>When asked, parents will feel involved in the school community and their child's learning.</p> <p>Parents with EAL are informed and included in decisions and around support available for their children.</p>	<p>meetings and messaging</p>	
<p>Communications made available in alternative formats</p>	<p>Staff are aware of technology available to us that can do this.</p>	<p>Ensure technologies are in place to speak written word communications or provide speech to text conversions where necessary.</p> <p>Ensure children needing this support have the appropriate logins set up at the start of the school year.</p>	<p>Children requiring alternative communication methods will have appropriate logins and technology as an integral part of their learning toolkit.</p> <p>Staff training will have taken place.</p> <p>Children will be using the technology where necessary and appropriate.</p>	<p>Class teachers</p> <p>IT support from SEN specialists and those with existing training in school.</p>	

		<p>Ensure staff know how to upload to and review this technology.</p> <p>Ensure staff can teach others how to use this technology.</p>			
<p>All classrooms are accessible for all children, including access to resources and equal access to all activities.</p>	<p>Classroom environments are planned according to the needs of each cohort.</p> <p>Teachers review and reorganise environments with accessibility in mind across the day/week/year depending on the class' needs and the aims of day-to-day teaching.</p>	<p>Risk assessments and reflections/reviews of the environment are carried out as appropriate.</p> <p>Equipment and environments are suited or adapted to the needs of all members of the class/community using the space.</p>	<p>Classrooms are well organised, tidy and appropriately designed.</p> <p>Space is used carefully and safely.</p> <p>Health and safety guidelines are followed.</p> <p>Risk assessments are considered and produced where necessary.</p> <p>Resources are purchased to ensure spaces are safe and accessible for all.</p>	<p>Class teachers</p> <p>Head teacher</p> <p>Site management</p> <p>Health and Safety checks (County and link Governor)</p>	<p>Ongoing and under constant review</p>

4. Monitoring arrangements

This document will be reviewed every 2 years to take into account the changing needs of the school and its pupils, but may be reviewed and updated more frequently if necessary. The plan is also reviewed where the school has undergone a refurbishment. It will be approved by the Head Teacher and SENDCo.

5. Links with other policies

This accessibility plan is linked to the following policies and documents, copies of which can be obtained from the school office:

- Health and safety policy
- Equality opportunities policy
- Special educational needs (SEN) information report
- Special education need policy
- Supporting pupils with medical conditions policy
- Behaviour for Learning policy