

Policy Ref:
Business/Governance
#001



Accessibility Policy

Statutory?	Yes
Date Approved	January 2025
Approved By	Headteacher
Review Date	January 2027



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Important Policy Note

Please note that, as The Paddocks Nursery & Pre-School is managed by Wiveliscombe Primary School under the same Local Authority processes, where the term "school" appears in the below policy it can be substituted for the term "nursery".

Statement

At Wiveliscombe School and The Paddocks Nursery & Pre-School, we are committed to ensuring equal treatment for all, including those with any form of disability. By 'all' we mean anyone involved in the school community including employees, pupils, parents, carers and governors.

We will reduce and eliminate the barriers to accessing the curriculum and will ensure full participation in the school community for pupils, and prospective pupils, with a disability.

We will reduce and eliminate barriers to adults with a disability, be they staff, parents, carers, governors and all prospective individuals to ensure their full participation in the life of the school.

We aim to develop a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the certain knowledge that they will receive a positive and supportive response which facilitates their full participation in the full range of activities offered by our school.

We seek to foster a positive response to disability among all members in our school community and to eliminate bullying, harassment or the less favourable treatment of people with disabilities wherever and whenever it is likely to occur.

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.

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 Framework:

- Promoting the spiritual, moral, cultural, mental and physical development of pupils at the at the school and of society
- Preparing pupils at the school for the opportunities, responsibilities and experiences of later life

Although this plan is a requirement for pupils, the school also has a duty to staff and visitors, who will benefit from any amendments, in particular in relation to the building access.

The Duty

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to schools. It has three main elements. Schools are required to have due regard to the need to:

- Eliminate discrimination and other conduct that is prohibited by the Act

- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The equality duty covers the nine protected characteristics: age, disability, gender, reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation. The governing board is required by to prepare an accessibility plan and “further such plans at such times as may be prescribed”. This purpose of this document is to plan for;

- Increasing the extent to which disabled pupils can participate in the school’s curriculum (See table 1 access to curriculum),
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school (see table 2 access to the physical environment), and
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled (table 3 access to information).

Definition of Disability

Disability is defined by the Equality Act 2010 as:

‘When a person has a physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities’.

Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Action Plan

To audit school resources to check a range of resources/materials are available for everyday use for pupils and staff. If a child or adult with a specific disability which has not already been catered for comes to the school on a regular basis their needs will be addressed as a priority.

Linked Policies/Plans

This plan will contribute to the review and revision of related school policies/plans:

- School Development Plan
- SEND Policy
- Equality Information and Objectives and Equality Statement
- Subject Policies
- Premises Plans
- Evacuation Plans

Accessibility plan - Table 1 – Access to the curriculum

As part of these activities the school will continue to seek and follow the advice of the LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professions from the local NHS Trusts.

Item	Target	Strategies	Timescale	Responsibility	Success criteria
1.	To identify children allocated to Wiveliscombe School for Reception class for the next academic year who need provision made	At least one visit per child to settings providing pre-school provision More than one visit for children identified as needing this	May to early September annually	Paddocks Nursery team and SENDCo	Provision set in place ready for when the child(ren) start school
2.	To establish and maintain close liaison with parents	Parent of children with a support plan are invited to review the plan with the class teacher and/or SENDco termly	Termly	Class teacher/ SENDco	Parents of children with special education needs feel involved in supporting their child
3.	To establish and maintain close liaison with outside agencies	Time allowed for SENDco and other staff to attend network opportunities	Ongoing	SENDco/Headteacher	All relevant staff have been able to attend relevant networking meetings for their role

4.	To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits	Early planning and risk assessments for regular trips, to meet identified needs of cohorts who are in the school.	Ongoing	Class teacher/ EVC/ Headteacher	All pupils are accessing and experiencing the opportunities available.
5.	To include pupils with a disability, medical condition or other access needs as fully as possible in extracurricular provision	Early planning and risk assessments for after school clubs, to meet identified needs of cohorts who are in the school.	Ongoing	Class teacher/ Headteacher	All pupils are accessing and experiencing the opportunities available.
6.	To regularly review the curriculum and teaching plans to ensure children have access to all parts	This is covered under the Teaching for Learning Policy and Curriculum Policy	As per curriculum review cycle	Class teacher/ Team Leaders	Any review that has happened meets the needs of the current cohort of children.
7.	Ensure there is a comprehensive CPD programme which includes development of knowledge and sharing of information for staff on meeting specific identified needs	Annual training cycle that includes SEND and specific training as identified.	Ongoing	SENDco / CPD coordinator	There has been access to learning opportunities for staff who are designing curriculum areas, where pupils at the school have an identified need. The learning from these

					opportunities is shared with colleagues to promote awareness for all relevant staff.
8.	Ensure pupils needs' can be met using IT equipment or other resources following identification when required.	Use referral to CALT, EP, OT, Paediatrics service and their recommendations.	Ongoing	SENDco / IT technician	Children have timely access to relevant, supportive and cost effective equipment to meet their needs.

Table 2 - Access to the Physical Environment

The main school building is a single-story building, with a small second story accessible only to staff for storage purposes. The main building entrance at reception has level access. There are further classrooms located behind the main building. The entrances to all classrooms are either level, ramped or a low-level step. The school corridors are a minimum of 1.2 m wide and unobstructed. There is a disabled toilet in the in the main building, which meets the requirements of current staff/pupils.

Internal signage meets BS: The fire alarm is a ringing bell (no pager or flashing lights available) automatic fire detection system with call points located at appropriate places around the building (i.e. all exit points). Visitors to the school are normally accompanied if they do not attend regularly and the member of staff accompanying the visitor is responsible to ensure they leave the building or (access a refuge area to await evacuation). A Personal Evacuation Plan should be completed for all pupils, staff and visitors who require one and the findings communicated.

Item	Target	Strategies	Timescale	Responsibility	Success criteria
1	All access points to the school accessible	If required use of temporary ramping.	Ongoing	Head teacher	All areas are accessible to all.
2	Regular review of needs for current pupils	Reviews of SAP/ EHCP	Termly (or when a new pupil is expected whose needs are not currently met)	Class teacher/ SENDco	All current pupils are able accessible areas required for learning.

3	Upgrades to fire alarm so that it is visual and auditory where it is anticipated that someone with impaired hearing may be in relative isolation where no other suitable method of alerting them	Consideration when repair/maintenance of existing detector heads to be both visual and auditory (guidance for design and selection of fire alarm warning for people with impaired hearing, clause 18 BS 5839-1:2002)	Annually	Headteacher	An anticipatory compliant alarm system to cater for any pupil (or visitor) to the school.
4	Personal evacuation plans completed for students who are identified as requiring one	Liaise with parents/school nurses and other healthcare staff to identify needs and put in place appropriate evacuation arrangements	As required	SENDco	All pupils who require a PEEP, have an up to date and properly communicated PEEP which has been practised to ensure it can be implemented successfully.
5	Learning areas accessible for pupils	Regular review of layout of classroom to ensure meets the needs of the children using the space at the time Liaise with outside agencies to ensure best practise	Ongoing	Class teachers	Children are not excluded from learning opportunities because they cannot access around the classroom or equipment

Table 3 - Access to Information

As part of these activities 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

Item	Target	Strategies	Timescale	Responsibility	Success criteria
1	Provision of written material to pupils to meet their needs	Use of coloured paper/text size/visual timetables	Ongoing	Class teacher	Pupils always have access to written material which meets their needs at the appropriate time
2	Review documentation on website to check accessibility for parents with English as an additional language/ disability in order to support their child(rens) learning	Review of the website	Ongoing	Head Teacher / IT Lead	Website reviewed and updated as necessary to be accessible