



ACCESSIBILITY POLICY	Date: September 2024
	Signed: <i>W. Chant</i>
	Review Date: July 2027

Purpose

To ensure that the school complies, as far as is reasonably and financially practical, with legislation contained in the SEN and Disability Regulations 2014 and The Equality Act 2010. To maximise access to all parts of the school, its curriculum, as well as extra-curricular activities, to all adults, pupils and potential pupils.

The aim of the accessibility policy is:

- To maximise the extent to which disabled pupils can participate in the curriculum.
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education and facilities provided.
- To improve the availability of accessible information to disabled pupils.

Scope

It is the school's agreed policy that adults and pupils with a wide range of potential needs and requirements including those with mobility impairments, sensory impairments, mental health conditions, epilepsy, asthma and progressive conditions are not treated less favourably for a reason that relates to their disability. The school has determined that it will make reasonable adjustments in order to create an inclusive environment that promotes an equality of opportunity and removes barriers to learning in every aspect of school life.

This policy document should be read in consultation with the school's Special Educational Needs and Disabilities Policy, the SEND Schools information report and The Equality Scheme. The aims will also be encompassed in all school policy documents.

How

The aims of the policy apply to all school staff, governors and volunteers working at the school. The attached plan provides details as to how the policy will be implemented, monitored and the basis on which it will be reviewed.

Responsibility

The Governing Body has the overall responsibility for ensuring that there is compliance with this legislation. The Full Governors' Committee will have delegated responsibility for monitoring implementation and for reviewing the progress of action points every 3 years.

Staff

The school subscribes to Somerset County Councils Equal Opportunities Policy with regard to recruitment and employment and will continue to endeavour to appoint the best candidates, regardless of any disability. The school will also make reasonable adaptations to retain and support staff in post who develop a disability.

School Trips

Equality of access to school trips should be applied to all pupils if at all practicable. Transport should be used which allows easy egress/entry for pupils with a disability. Where possible a learning support assistant will accompany pupils when deemed necessary, the details of which should be identified and included in each Educational Visit Risk Assessment on a trip by trip basis.

Curricular Issues

Access to the curriculum will take account of pupils with disabilities. Alternative means of differentiation will be determined to ensure that disabled students gain experience and understanding of the area being covered.

The school ethos on differentiation and special educational needs seeks to remove barriers to learning and participation. Lessons will be organised to be responsive to pupil diversity and staff provide lessons in which all pupils can achieve. There are high expectations for all pupils.

Accessibility Plan

The school recognises the need to provide adequate resources for implementing plans and the Full Governors Committee will review progress annually.

TARGET	Lead Person	Action points	Resources allocated	Timescale
To liaise with pre-schools over the needs of children prior to transfer.	RD, JT	Teachers will arrange nursery/pre-school visits in order to transfer relevant information.	Staff cover as required.	Annual
Differentiating the curriculum to meet the needs of all children.	All staff	Lessons should be differentiated to meet the needs of all of the children.	N/A	Subject to continuous monitoring
To communicate effectively with parents	WC Governors SLT	The SEND Schools information report is available via the website, this signposts parents to school contacts. Parents are encouraged to communicate with class teachers and noticeboards are identified in each classroom to support this and provide directions around the school.	N/A	Subject to continuous monitoring
To identify and implement the appropriate use of specialist equipment	JT	The purchase of specialist equipment is identified on an individual basis and might be purchased through the SEND budget. Sometimes resources may be available to trial through LA specialist services to evaluate how useful these are before spending school resources.	SEND budget Somerset Access Strategy	Subject to continuous monitoring
To aid movement around the school and improve independent access	SLT, LA, Governors	Classrooms will be organised to maximise access and learning for all children. To anticipate parents and pupils needs in terms of physical access to the school building.	Premises budget	Subject to continuous monitoring
To ensure children with medical needs receive proper care and support	WC, JT	The Supporting Pupils with Medical Needs Policy aims to ensure that children with medical needs will receive proper care and support at school whilst enabling as far as possible regular school attendance.	N/A	Subject to continuous monitoring

To ensure sufficient and appropriate additional adult support for all children	SLT	Each year pupils with additional needs are identified in the summer term or mid-year transition, the level of TA support is identified and coordinated with the TA timetable.	Support staff budget	Annual
To ensure that Personal Emergency Evacuation Plans PEEPs exist where required.	WC, LD, JT	Pupils with physical needs will have individual PEEP's.	N/A	Subject to continuous monitoring