



The Oak Partnership

**Accessibility Policy and Plan
For
*West Monkton Church of England Primary
School***

We are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the schools' Health and Safety, Child Protection, Security and Safeguarding policies.

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Contents

1. Aims and Objectives	3
2. Legislation and Guidance.....	3
3. Monitoring Arrangements.....	3
4. Links with Other Policies	4
5. Action Plan <i>West Monkton Church of England Primary School</i>	5

1. Aims and Objectives

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

The plan will be made available online on school's websites, and paper copies are available upon request.

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

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

Our Trust'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.

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.

This policy complies with our funding agreement and articles of association.

3. Monitoring Arrangements

The action plans associated with this document are for 3 years, however this policy will be reviewed annually by the appropriate Senior Leaders in school: Headteachers and SENCo, with oversight from the Executive Lead for Inclusion.

It will also be reviewed by Local School Committees and so that school plans can be updated as necessary.

4. Links with Other Policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- SEND Information report
- Supporting pupils with medical needs policy

5. Action Plan | West Monkton Church of England Primary School

Aim A: Increase the extent to which disabled pupils can participate in the curriculum

- **Key points to consider when completing this table:**

- Do teachers have the necessary training to teach and support all pupils with SEND?
- Are classrooms optimally organised/equipped with resources to support all pupils with SEND?
- Do staff recognise and allow additional time required by some pupils with SEND, including when using equipment in practical work?
- Are expectations high, but realistic for all pupils?
- Are staff seeking to remove all barriers to learning and participation?
- Are pupils being encouraged to take part in all areas of the curriculum, including: music, drama and physical activities?

Objectives	Actions to be taken and (by whom)	Timeframe	Outcome of actions	Evidence of goals achieved
Ensure that staff are skilled and confident at differentiating the curriculum to meet the needs of all pupils (with any form of SEND disability).	<p>Evaluate teaching and learning and map staff training needs on curriculum access - deliver training on planning adaptations (SENDCo)</p> <p>Review IEPs in line with other MAT schools (SENDCo & Teaching Staff)</p> <p>Utilising appropriate resources, including ICT to support pupils with SEND (SENDCo & Teaching Staff)</p> <p>Conduct robust monitoring to identify best practice around adaptations/differentiations and review effectiveness of provision in place (SENDCo)</p> <p>Where appropriate, seek advice, support and training from external professionals (SENDCo)</p> <p>Continue to develop use of a 'Total communication' approach to increase</p>	Ongoing	Increased staff confidence in teaching an adapted curriculum and providing appropriate support to meet the needs of pupils with SEND	<p>Flexible approach to pupils with SEND and an increase in access to the TOP curriculum</p> <p>Success of SEND in summative assessments and progress scores</p> <p>Curriculum needs of all pupils met</p>

	<p>independent access to the curriculum, learning environment and resources for all pupils (SENDCo)</p> <p>Continue to ensure visuals are used effectively using Widget online to support children accessing the curriculum (SENDCo & Teaching Staff)</p>			
Developing a differentiated provision for pupils with profound and moderate cognition and learning difficulties	<p>Develop a clear implementation plan for an 'Enhanced Learning Provision' (SENDCo/Headteacher)</p> <p>Develop a clear rationale to identify which pupils are suitable for this provision (SENDCo/Headteacher)</p> <p>Ensuring rigorous monitoring of the provision to ensure its effectiveness (Headteacher/SENDCo)</p> <p>Consider and develop a viability plan to maintain this provision</p>	Sept 2024-July 2025	<p>Completed implementation plan</p> <p>Evidence of monitoring, evaluation and clear next steps</p> <p>Completed viability plan</p>	<p>Increased pupil progress including those with PMLD/MLD</p> <p>Increased positive parent/carer voice</p> <p>Clear vision for provision if viable</p>
Continue regular communication with parents/ carers and external agencies to ensure the best provision possible.	<p>Continue to liaise closely with relevant agencies to support all disabilities within school (SENDCo)</p> <p>Continue to give children and parents/ carers opportunities to hear their voice around curriculum provision (Domain Leads)</p>	Ongoing	Clear evidence of pupils and parent/carer voice around the school's curriculum and provision for children with SEND	<p>Pupil and parent surveys acted on</p> <p>Increase in pupils and parents participation and levels of satisfaction with regards curriculum provision</p>
All educational visits to be accessible to all.	<p>Offer staff guidance on making trips accessible and review external visits planning (External Visit Co-ordinator)</p> <p>Ensure needs of all pupils are considered when planning Educational Visits (EVC, Teachers)</p>	Ongoing	<p>Accessibility is considered at Stage 1 of the trip planning process</p> <p>Risk assessments identify support for pupils with SEND/medical needs</p> <p>All school visits are accessible to all pupils</p>	<p>Completed Trip Planning Proformas</p> <p>Completed risk assessments, including those for individual children with SEND/medical</p> <p>Evidence of reasonable adjustments to ensure all pupils access trips and visits</p>

Review sporting extra-curricular clubs provided by the school and external providers to ensure that they are accessible.	Monitor club registers and clubs to ensure that disabled pupils are being included and having access to clubs (PD Domain Lead)	Ongoing	Completed registers of pupils attending extra-curricular clubs Details of action being taken for pupils with SEND to ensure they can access this offer	Evidence of increasing uptake of pupils with SEND accessing extra-curriculum provision
To ensure SEND systems are embedded to meet the needs of all children including those with SEND	Apply SEND Policy in practice: using Somerset's Graduated Response Toolkit and raising any new concerns through SEND review meetings held termly Ensure clear cycles of 'Assess, Plan, Do and Review' Implement and review Individual Education Plans where required Evaluate and identify professional development requirements for staff (All staff)	Ongoing	Completed documents as part of 'early identification of SEND' – Quick Checkers Completed IEPs Completed SEND review meetings	Evidence of pupils with SEND having their needs met and making progress
Ensure relevant staff are aware of any children/staff/visitors with disabilities' needs.	Effective transition meetings, including school entry and year on year between teachers in school (embedded as part of IEP review programme) Medical care plans (created in consultation with parents/carers and professionals) to be shared with key staff, training delivered where required Effective induction for new staff. When arranging for visitors to access the school sites ensuring their needs will be accounted for (SENDCo, Headteacher, HR and Teachers)	Ongoing	Completed 'school entry plans' Completed medical care plans Completed induction process forms	All staff aware of any person's needs so they feel supported by all

<p>To ensure that pupil's social, emotional and mental health needs are met in their classrooms as part of high quality first teaching.</p>	<p>Provide support and guidance to staff supporting individual pupils to ensure that their SEMH needs can be met in their classrooms as part of high quality first teaching (SENDCo and Teachers)</p> <p>Where appropriate as part of the graduated response, seek external advice, for example from SEMH Advisory Teachers from Taunton Deane Partnership Centre (SENDCo)</p>	<p>Ongoing</p>	<p>Evidence of professional development in supporting pupils' SEMH needs</p> <p>Evidence of ADPR and outreach to SEMH specialists, both internally within Trust and externally, TDPC</p>	<p>Increased access to the curriculum for pupils with SEMH</p>
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Aim B: Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

• **Key points to consider when completing this table:**

- Do all areas of the school, including academic and social facilities allow access for all pupils?
- Can pupils/staff or visitors who use wheelchairs move around the school without experiencing barriers, such as: steps/stairs, narrowing doorways, including accessing toilet facilities?
- Are all pathways of travel and parking arrangements safe routes and logical to access around the site/s?
- Are emergency and evacuation systems set up (with both visual and auditory options) to inform all pupils, including those with SEND?
- Are all areas of access well lit?
- Are steps taken to reduce background noise for hearing impaired pupils, such as: considering a room's acoustics, noisy equipment?
- Is furniture and equipment selected, adjusted and located appropriately to enable all pupils to access school environments?

Objectives	Actions to be taken and by whom	Timeframe	Outcome of actions	Evidence goals achieved
The layout of the school is allows good access to all disabled pupils.	Make sure that any new internal or external areas added to the school consider wheelchair access in their design and construction (Trust Facilities Manager/Premises Manager & Headteacher)	Ongoing	Evidence of clear due diligence when planning any new internal/external physical changes to school site	Adults and children with disabilities have good access to the school site
Ensure the safety of access for school users with visual impairment.	Regular monitoring of school site, specifically where there is a need for white strips/ paint on curb edges/raised pathways and other necessary areas for safe access for visually impaired pupils (Premises Manager/Headteacher)	Ongoing	Clear visual aids helping to mitigate against risk of fall	Well maintained visual aids to support school users with visual impairments to safely access and move around the site
To monitor, and develop the school's learning environment to ensure that it	Ensure tables/ chairs and classroom furniture is organised to promote	Ongoing	Organised and purposeful learning environments	Improved access to classrooms and learning

<p>provides a calm, stress-free and accessible environment that promotes independence for all children and adults.</p>	<p>participation and independence for disabled pupils (Teachers)</p> <p>Review and update the Learning Environment Policy (SENDCo & Learning Environment Lead)</p> <p>Robust monitoring through Learning Review Weeks to inform professional development for all staff and ensure it is aligned to policy (SENDCo & Learning Environment Lead)</p> <p>Fire exits kept clear (All Staff)</p>			
<p>Ensure all PEEPs are current and effective for all users that need them</p>	<p>Utilise school entry and SEND systems to identify pupils who need PEEPs and ensure these are completed (SENDCo)</p> <p>Ensure sign in procedure enables identification of visitors who require support with emergency evacuation (Office Manager)</p>	<p>Ongoing</p>	<p>Evidence of completed PEEPs</p> <p>Sign in procedure adapted and maintained</p>	<p>All users with a disability can safely evacuate the site in the event of an emergency</p>

Aim C: Improve the availability of accessible information to disabled pupils

- **Key points to consider when completing this table:**

- Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty accessing the 'standard format'?
- Do you ensure information is presented to groups in a way which is user friendly for people with disabilities? E.g. reading aloud any projections, describing diagrams?
- Do you have facilities such as ICT to produce written information in different formats?
- Do you ensure staff are familiar with technology and practices developed to assist people with disabilities?

Objectives	Actions to be taken and by whom	Timeframe	Outcome of actions	Evidence goals achieved
Ensure all information/communications are effective and available in alternative formats	Ensure messages are clear, concise and using simple print Where required to provide hard copies/enlarged print (School Office) Awareness of services available to convert written information into alternative formats (SENDCo)	Ongoing	Where needed school could provide information in alternative formats	Delivery of information to disabled pupils is improved
Ensure the school website is 'user friendly' and accessible to all	Complete website audit to check compliance and ensure accessible to all (Headteacher/Office Manager) Gain parental feedback around website usage and its effectiveness (Headteacher/COO)	2024-25	Completed audit check Website user voice gathered	All users of website can access it successfully
Ensure any child with SEND needing adaptations to written information is provided for	Providing visual supports, enlarged prints, use of overlays as appropriate or any other accessible format Using 'multi-lingual' resources (e.g. Online translators) for children and	Ongoing	Readily available resources for pupils to access written information	Pupils can access information provided to them

	parents/carers where English is an additional language (SENDSCO, Office and Teaching staff)			
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