

**Uffculme Academy Trust**  
**Uffculme School and Uffculme Primary School**

# Accessibility Plan

September 2016 – August 2018

Approved by the Local Governing Body on: 17 November 2016

Next review date: November 2018

## **Introduction**

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

The Department for Education (DfE) has published advice on the Equality Act for schools, which explains on page 29 that schools must have an accessibility plan aimed at:

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

## **Vision and Values**

Uffculme Academy Trust has high ambitions for all its students, including those with a disability and aims to ensure that they have the opportunity to participate in every aspect of school life. The academy strives to ensure equal opportunities amongst all staff and students and is driven by our shared commitment to inclusion.

In terms of access, Uffculme Academy Trust aims to:

- Improve the achievement of pupils
- Improve the quality of teaching and learning (including behaviour and safety of pupils)
- Improve the quality of leadership and management

## **Accessibility Strategy**

This statement sets out the ways in which Uffculme Academy Trust provides access to education for students with a disability.

A person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform their day-to-day activities (Equality Act 2010)

Accessibility is addressed under the following headings:

- Access to Buildings and Classrooms
- Curriculum Access
- Information for Students and Parents

## **Monitoring and Review**

This policy and the accompanying plans will be reviewed on a bi-annual basis

## **Other Relevant Policies**

This accessibility Plan links with other policies to inform the whole trust's approach to improving accessibility. These policies include:

Health & Safety Policy  
Data Protection Policy  
Freedom of Information Publication Scheme  
Complaints Policy  
Supporting pupils with medical conditions  
SEN Policy

# Accessibility Plan 2016 – 2018

## Uffculme Primary School

### Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The tables below sets out how the school will achieve these aims.

### **Increase access to the curriculum for pupils with a disability**

#### Current Good Practice

- Weekly briefings between Headteacher, SENDCo and TAs to share information
- Highly skilled team of TAs
- Class profiles including medical registers to inform staff of pupil disability
- Medical Care Plans/Intimate care plans to inform staff of pupils' disability where relevant
- Reasonable adjustments are made and reflected in risk assessments and pastoral support plans when required
- Individual Education Plans (IEPs) in place reflecting the personalised learning strategies and support for children with additional needs and disabilities
- Visual timetables
- Lesson planning identifies support strategies in place through differentiation by task and level of support by adults
- Excellent communication between outside agencies e.g. Educational Psychologists, school nurse, speech and language therapists
- Excellent provision of resources:-
  - Coloured overlays for pupils
  - Exercise books with coloured paper if required
  - Low level reading books e.g. Project X – all located in spare classroom
  - Dyslexic friendly books (cream coloured pages with more visual support)
  - Specially shaped pencils / pens for pupils with grip difficulty.
- Access arrangements:-
  - Readers
  - Scribes
  - Enlarged papers
  - Modified papers
  - Extra time
  - Laptops
  - Separate venues
- Provide early and effective literacy and numeracy intervention
- Safe haven at lunchtime provided as well as additional support for reading and homework clubs at lunchtime
- Specialist speech and Language programmes delivered
- 3 social and emotional trained TAs to support and deliver pastoral interventions

- Head teacher registered as a Mental Health Champion for the school

### Action Plan

Objectives	Action	Timescale	Success Criteria
Ensure rapid response to perceived needs.	Continue to facilitate liaison with support agencies. E.g. visits by the advisory teacher for hearing impaired, visits by Portage to ensure smooth transition into school.	Ongoing	Greater awareness of pupils' needs, adjustments made to learning resources and the curriculum
Ensure positive images of disabled children are visible	Regular reviews and updates of book stock	Ongoing	Pupils are presented with positive images of disabled children
Mental Health Awareness	To attend relevant training as and when provided by Virgin Care	Ongoing	To support ongoing needs in school

## **Improve and maintain access to the physical environment**

### Current Good Practice

- Main school building has level access, although 3 stairs lead to KS2. School hall can be accessed externally if necessary through sloped access (due to 6 steps internally)
- Personal evacuation and emergency plans (PEEPs) for pupils whose movement is compromised by their disability
- The medical conditions of pupils affecting health & safety and site accessibility are known by all relevant staff and detailed on class medical registers
- Injuries or illness of a pupil which temporarily restricts movement is communicated to all relevant staff
- Accessible disabled toilet
- All outside steps have yellow nosing added for those with reduced visual awareness

### Action Plan

Objectives	Action	Timescale	Success Criteria
Continue to develop staff awareness	Staff training/reminders of the importance of continued and easy access for disabled throughout school.  Staff meetings led by Health and Safety officer/ Headteacher.	Ongoing	Raising awareness of issues affecting disability

## **Improve the delivery of written information to pupils**

### Current Good Practice

- Class profiles and IEPs inform staff of pupils needs
- Use of exercise books with coloured paper across the curriculum if required
- Home/school communication books in place
- Large print for visually impaired pupils and visual format for pupils with Autistic Spectrum Disorder (ASD) if required
- Differentiation is a requirement on all planning to ensure learning needs are met; resources are organised according to need.

### Action Plan

<b>Objectives</b>	<b>Action</b>	<b>Timescale</b>	<b>Success Criteria</b>
Homework and messages home	To be written in home school books by a member of staff if required	Ongoing	Improved delivery and accessibility of information