

ACCESSIBILITY PLAN
South Molton United Church of England Primary School



Version 2: March 24

Date approved by Trustees of Ventrus Multi Academy Trust	
Review Period	3 yearly
Signed by Chair of Trustees Hugh Whittaker	

CONTENTS

1. ACCESSIBILITY PLAN	3
2. OBJECTIVES	3
APPENDIX 1: A PLAN OF THE SCHOOL BUILDINGS SHOWING AREAS OF ACCESSIBILITY	5
APPENDIX 2: ACTION PLAN	5
APPENDIX 3: POLICY HISTORY	8

1. ACCESSIBILITY PLAN

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools and trusts on the Equality Act 2010](#).

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the Equality Objectives of Ventrus Multi-Academy Trust ('The Trust'), which are published on the Trust's website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

2. OBJECTIVES

The South Molton United Church of England Primary School Accessibility Plan shows how access is to be improved for pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:

Improve and maintain access to the physical environment of the school and/or to the curriculum and to make improvements the delivery of written communications.

Training will recognise the need to continue raising awareness for staff, Trustees and Local Governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum planning
- Health & Safety Policy
- School Improvement Planning
- SEND Policy
- Supporting Pupils with Medical Conditions Policy

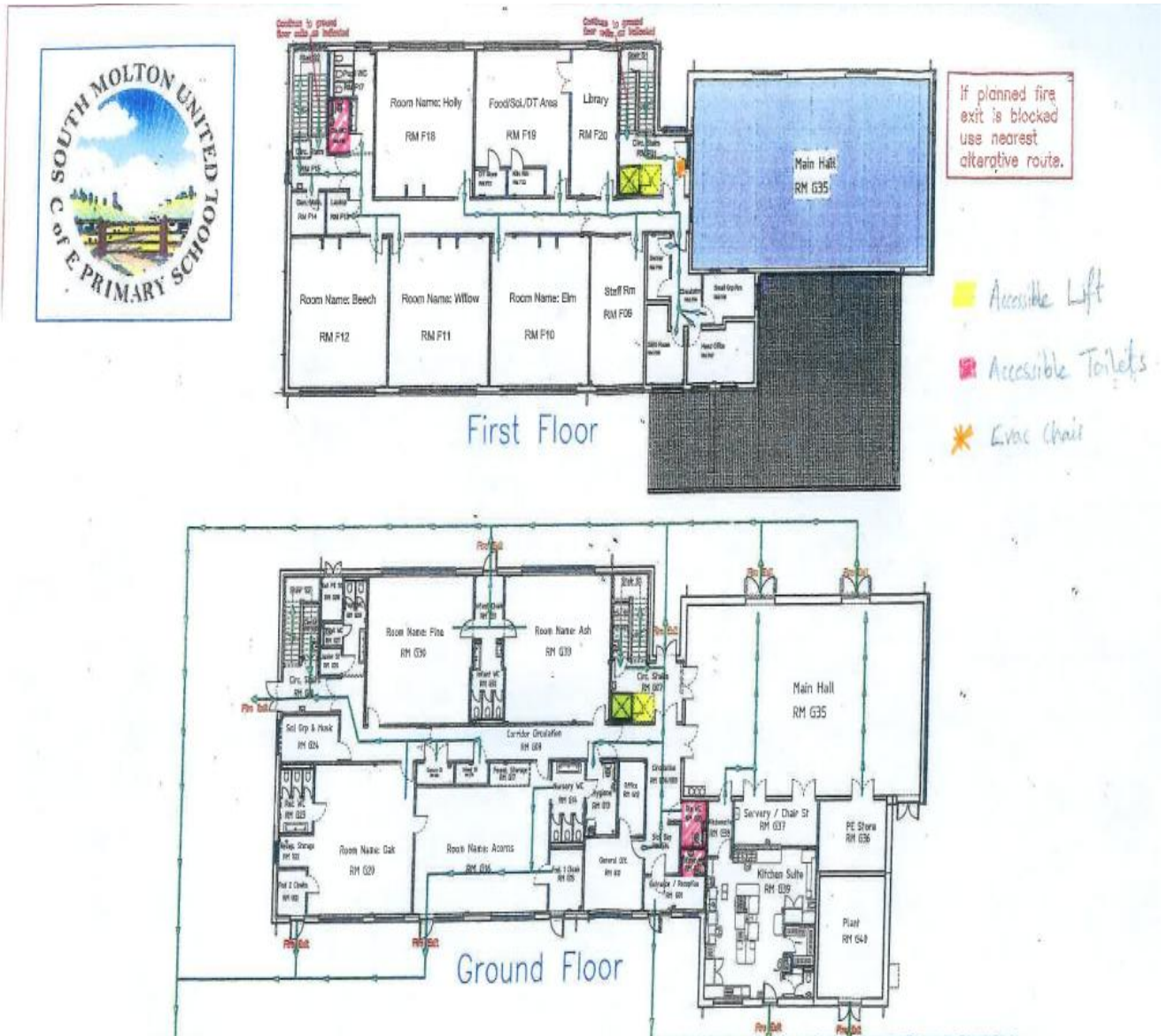
Relevant reviews and associated audits will be carried out in a timely manner in order to inform accessibility planning.

The Accessibility Plan will be published on the school website.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

This document will be reviewed at least every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the Board of Trustees

APPENDIX 1: A plan of the school buildings showing areas of accessibility



South Molton United C of E Primary School - ACCESSIBILITY PLAN

APPENDIX 2: Action plan

As part of our commitment to inclusion and equality, this plan sets out how the school intends to make reasonable adjustments (with anticipatory readiness) to ensure that pupils and adults with additional needs and/or disabilities are not directly/indirectly discriminated against at any time. Advice and support in the completion of this plan is available from the Central Team.

Monitoring and Review

It is the Headteacher and LGB's responsibility to review this plan annually to monitor the effectiveness by:

- Ensuring sufficient resources are allocated to enable the plan to be implemented according to the agreed timescales
- Monitoring the progress of children with additional needs and disabilities, relative to the progress made by other pupils
- Provide training for staff to identify and address accessibility needs, including raising awareness of disability discrimination to support anticipatory readiness
- Assess the impact of this plan through regular review of the actions described below :

Curriculum

Accessibility issue (or potential issue)	Measures already in place	Further actions required	Resources (cost)	Timescales	Completion date	Monitoring and Impact
Relevant resources to reflect diversity of wider community	Curriculum resources include examples of people with disabilities/ diversity e.g. 1Decision Charanga Scheme	Diversity of reading books increased 2022-23 Ensure diversity is maintained and enhanced when purchasing curriculum resources	Cost of resources:	Annually Main Annual Budget resource	Ongoing Review summer 25 Purchase for Aut 24	Resources used are representative of wider community

South Molton United C of E Primary School - ACCESSIBILITY PLAN

<p>ICT provision to be appropriate for pupils with disabilities</p>	<p>Best practice is followed to arrange for specific software purchasing to reflect the pupil's additional needs. Software/Hardware (including Immersive Reader) in use to support EAL Code to the Future sessions adapted for the needs of all pupils</p>	<p>Review accessibility of ICT software (use of assistive technology- i.e. scanner pens/ voice recognition programs/ laptops for home-school use according to need to pupils & staff on roll). Specialist software to be purchased as required according to pupil need</p>		<p>Review Yearly</p>	<p>Ongoing Monitoring of IT provision termly as part of School improvement tasks Drop ins etc</p>	<p>ICT Strategy group Lesson Observations Pupil's IEP/ My Plans, meetings & reviews</p>
<p>PSHE curriculum to demonstrate progression and promote positive attitudes</p>	<p>Comprehensive PSHE curriculum - 1Decision Promotion of positive attitudes to disability Assembly links to PSE</p>	<p>Continue to develop resources reflective of diverse community to support curriculum delivery</p>	<p>Costs identified via Subject Leaders</p>	<p>Order placed in June (<i>Purchase window</i>) for next year.</p>	<p>Annual PSE Coordinator to review as part of monitoring cycle</p>	<p>Pupils demonstrate a good understanding of PSE and exemplify positive attitudes and an inclusive nature.</p>
<p>Accessible PE Curriculum</p>	<p>Review PE curriculum to include disability sports Engage in disability competitions (as appropriate) Fun Fit program running every half term for targeted children from each year group – linked to 'My Plans'</p>	<p>Additional training for MTAs in playground games to help give disadvantaged children a greater range of structured activities at lunch times Focus on disadvantage via PE coaches</p>	<p>Transport to events, occasional cover and subscriptions</p>	<p>Annual Subscriptions</p>	<p>Ongoing PE Coordinator to review as part of monitoring cycle</p>	<p>Termly meeting with children (school council) to review the PE curriculum to ensure it best meets their needs.</p>

South Molton United C of E Primary School - ACCESSIBILITY PLAN

<p>Breakfast/ lunchtime /after school activity participation</p>	<p>After School Club accessible to all pupils A range of clubs provided by school staff. SEND and PP sports events attended to give equity to children in competitive and non-competitive enrichment opportunities. Wheelchair access available to activities and venues. Risk Assessments to support participation for pupil(s) with wheelchair</p>	<p>Discussions with School Club leaders to review 1:1 provision as need arises.</p>	<p>Supportive payments and priority places for PP children in breakfast/ lunch and after school clubs. Costs of unbudgeted additional staffing ratios as required in the event of a new pupil needing 1:1 provision at sports or other clubs.</p>	<p>Clubs are registered at the beginning of the terms and members hip is monitored on an ongoing basis. Analysis of pupil groups</p>	<p>Ongoing Monitored termly SLT Dec 24 April 25 July 25</p>	<p>Pupils feel able to participate equally in out of school activities. Lunchtime shows pupils are active and engaged in a wide range of activities and games.</p>
--	--	---	--	---	---	---

South Molton United C of E Primary School - ACCESSIBILITY PLAN

<p>Access to trips & residential</p>	<p>Risk assessments undertaken to identify possible actions/ reasonable adjustments. Venues/Transport vetted for suitability and discussions with chosen provider to make reasonable adjustments. Consultation with parents.</p>	<p>Individual case review: bespoke alternative trip arrangements where not possible to participate. (Recent RA completed for child with access needs in wheelchair)</p>	<p>Utilise parents to assist with alternative provision – no additional cost.</p>	<p>Y6 have annual residential trip organised Access arrangements (inc Diabetes/ Epilepsy)</p>	<p>Yearly All staff for all trips/visits SLT overview</p>	<p>Pupils feel able to participate in all trips & residential</p>
<p>Access to relevant training for staff to support pupil needs</p>	<p>Regular PPMs & Staff Meetings identify training needs linked to individuals Updates incl SEN aspects SENCO surgeries SEND Network External specialists invited – cascade training e.g. HI/VI • Trust wide CPD</p>	<p>Focused discussion with staff at termly IEP reviews to highlight training needs.</p>	<p>Cost of external specialist team training</p>	<p>Reflects needs of school and reviewed regularly</p>	<p>Ongoing SENDCo/SLT to monitor CPD needs and delivery</p>	<p>Staff feel they have received adequate training for challenges faced. Increased staff confidence. New staff inductions to include access to required training.</p>

South Molton United C of E Primary School - ACCESSIBILITY PLAN

<p>Identification and provision for pupils with Communication and Interaction and/or sensory challenges (may be unable to access classroom/ curriculum)</p>	<p>Pupil needs are communicated to all staff and provision is explained in the IEP/My Plan / Pupil Passport Professional external support received where needed & incorporated in to plans Minimizing clutter and excessively colourful displays Individual workstations with fewer distractions (where appropriate) access to sensory tools as needed Personal headphones Access to safe spaces</p>	<p>Continue to develop EY provision for pupils with enhanced needs. SEND Monitoring part of all School improvement activity Book look Learning walk Lesson drop in</p>	<p>Resources for The Roost Staff CPD budget SENDCo from another local Trust school to share specialist good practice</p>	<p>Reviewed termly</p>	<p>Ongoing SENDCo/SLT to monitor CPD needs and ensure provision is matched</p>	<p>Children feel supported with different strategies. Classrooms to be 'communication friendly' zones.</p>
<p>Provision in place for pupils /staff with visual learning requirements</p>	<p>Individual visual timetables provided as required Provide large scale copies of work as required Writing slopes Work from ROVIC with individual pupil to make building more accessible for</p>	<p>Ensure staff needs are reviewed regularly. Would arrange sufficient provision of resources /ICT provision as need arises.</p>	<p>Resources provided as part of EHCP as needed.</p>	<p>Reviewed on new intake basis/ recruitment</p>	<p>Ongoing SENDCo/SLT to monitor & liaise with agencies</p>	<p>Pupil feedback & progress monitoring.</p>

South Molton United C of E Primary School - ACCESSIBILITY PLAN

	visually impaired pupils undertaken in 2023-24.					
Identification and provision for dyslexic pupils/pupils with dyspraxia	SENDCo training Resources available to support dyslexia/dyspraxia & strategies to make classrooms dyslexia friendly Yearly Subscription to IDL	Cascade training to staff New toolkits/research monitored and identified Recommendations from dyslexia assessments incorporated in to 'My Plans'	£500	Yearly	Ongoing SENDCo/SLT to monitor & liaise with agencies & ensure update of subscriptions	Children feel supported with different strategies. Classrooms to be 'dyslexia friendly'

South Molton United C of E Primary School - ACCESSIBILITY PLAN

<p>Pupils with auditory processing disorder cannot concentrate on teacher's voice</p>	<p>Pupils' needs communicated to all staff, who ensure they have eye contact Visual resources in place (i.e CIP Communication In Print/ Widgit) 'Now & Next' cards Seating plan in place Sensory breaks Reduce background noise (use of personal headphones)</p>	<p>Soundfield System to amplify teacher's voice (if appropriate) Voice Mic use with Baha Band HI teacher recommendations</p>	<p>equipment purchase/hire as appropriate</p>	<p>Review according to new pupil need</p>	<p>Ongoing SENDCo/SLT to monitor & liaise with agencies</p>	<p>Pupil feedback & progress monitoring.</p>
<p>Progress to identify issues</p>	<p>Clear identification of relevant pupils DGR, SEND mtgs, PPMs, Provision Maps -monitor progress Adaptation in lessons Scaffolding Meta cognition Instruction IT Grouping</p>	<p>meetings between SLT, SENCO & Teaching team</p>			<p>Ongoing SENDCo/SLT to monitor & liaise with agencies</p>	<p>closing the gap. School data reflects good provision.</p>

South Molton United C of E Primary School - ACCESSIBILITY PLAN

Accurate monitoring of interventions and provision	Clear intervention pathway Termly review of targets with interim checks	Regular Monitoring		Ongoing	Ongoing SENDCo/SLT to monitor	Interventions support children in
--	--	--------------------	--	---------	-------------------------------	-----------------------------------

Physical Environment

Accessibility issue (or potential issue)	Measures already in place	Further actions required	Resources (cost)	Timescales	Completion date	Monitoring and Impact
Member of staff/Visitor with mobility needs requires adapted / disabled toilets	Disabled toilet available in proximity to member of staff's working area (Reception) Disabled toilet alarm regularly checked Disabled toilets kept free from clutter and access to them kept clear	Regular inspection of disabled toilet alarm Site check to include disabled access		Ongoing	Ongoing Picked up through H&S walks Staff to raise access issues	Accessibility Audit Termly premises checklists

South Molton United C of E Primary School - ACCESSIBILITY PLAN

<p>Specific access needs</p>	<p>Plans for individual pupils/ staff/ governors/ visitors as required Accessible car parking Wheelchair access onto site/ disabled car parking space available PEEPs in place for pupils/staff as appropriate External pathways clear, safe and signposted Parental meetings can be arranged in an alternative space or via TEAMS Access audit completed annually</p>	<p>Annual reminder via newsletter to request notification of any access barriers for parents/ survey accessibility issues PEEPs to be regularly reviewed (at least annually) Signage of evacuation procedures reviewed and improved – consider bilingual requirements for EAL pupils Termly (min)</p>		<p>Ongoing</p>	<p>Ongoing All staff to monitor needs and link with SENDCo</p>	<p>Access audit Termly classroom checklists completed Termly H&S inspections Annual H&S preaudits completed</p>
<p>Access and safety on site for parents/ visitors with visual impairments</p>	<p>Level access to office areas <i>Step edges highlighted in yellow paint</i> Sufficient exterior lighting & regularly checked Flashing beacon on fire alarms checked</p>	<p>Review that external lighting has sufficient power and coverage, including during out of hours times (e.g. school performances/ parents' evenings).</p>		<p>Ongoing</p>	<p>Ongoing HT link to H&S governor – termly report to governors</p>	<p>Access audit H&S walkaround RA008- Fire Risk assessment Fire Evacuation Plan</p>

South Molton United C of E Primary School - ACCESSIBILITY PLAN

Safety for pupils with disabilities	Alarms have visual and auditory components Regular fire drills <i>Step edges highlighted in yellow/black</i> Sufficient exterior lighting & regularly checked	Outside lighting in playground (EY entrance) to be increased		Ongoing	Ongoing HT link to H&S governor – termly report to governors	Termly premises checklists
Ensure that the building is maintained in a way that enables good accessibility and that programmes of servicing and maintenance are kept up to date as per schedules.	<ul style="list-style-type: none"> SBM and caretaker to work with external contractors to ensure all accessibility provision is in good working order and is correctly serviced according to schedules. 		Premises budget	Ongoing	Ongoing H&S walkrounds H&S governor report	Programme of maintenance for the building is ongoing and all scheduled servicing and maintenance has taken place.

Information and Communication

Accessibility issue (or potential issue)	Measures already in place	Further actions required	Resources (cost)	Timescales	Completion date	Monitoring and Impact
--	---------------------------	--------------------------	------------------	------------	-----------------	-----------------------

South Molton United C of E Primary School - ACCESSIBILITY PLAN

Pupils with developmental delay may not be able to read key signs and labels	Signs use common and simple language Communication In Print/Widgit labels within immediate learning environment and other spaces as required	Maintain license of Communication in Print / Widgit	Keep software license updated	Renew as staff leave	Ongoing Audit of environment – termly (SLT)	Accessibility audit
Pupils with developmental delay may not be able to read key signs and labels	Signs use common and simple language Communication In Print/Widgit labels within immediate learning environment and other spaces as required	Maintain license of Communication in Print / Widgit	Keep software license updated	Renew as staff leave	Ongoing Audit of environment – termly (SLT)	Accessibility audit
Languages other than English to be visible	Translation of pupil reports as needed Welcome signs in many languages Emails/SMS translated (Google translate) Key signs in languages for EAL pupils Interpreter/ sign language / EAL specialist teams used to support new starters/ Y6 tests as required	Review signage/ language needs when new pupils arrive and require Dual coding (pictorial & written prompt cards) Language ambassadors to support	Interpreter / specialist team support costs as required	Ongoing	Ongoing Audit of environment – termly (SLT)	Accessibility audit

South Molton United C of E Primary School - ACCESSIBILITY PLAN

<p>Parents with reading difficulties unable to read letters from school</p>	<p>Letters and emails written in simple English as much as possible</p> <p>Large print, braille & audio formats made available as requested for school communications including homework</p> <p>'How to translate video' created for word documents, pdfs and websites into different languages to support our learners /parents</p> <p>Website able to translate</p>	<p>Follow-up phone calls to parents known to have reading difficulties</p> <p>Monitor uptake of alternative formats</p> <p>Use of 'Communicate in Print/ Widgit' or equivalent software</p>	<p>None</p>	<p>Ongoing</p>	<p>Ongoing</p> <p>Admin team SLT Staff to consider communication</p> <p>Annual response in parent survey</p>	<p>Parent survey</p>
<p>Ease of access to inhalers for pupils with diagnosis of asthma and/or specific allergies</p>	<p>Class teachers know which pupils are affected and have up-to-date inhalers stored in classrooms.</p> <p>Epi-Pens kept in main office. Expiry dates reviewed yearly.</p> <p>Staff trained regularly.</p> <p>Inclusion over view document to be used for information/track and monitor.</p>	<p>Provide medical handover notes to teachers at start of academic year, to supply teachers in advance and info kept in orange folders.</p> <p>Provide list of medical issues to lead lunchtime supervisor & copies available from the office or on the staff drive.</p>		<p>Ongoing</p>	<p>Ongoing</p>	<p>Accessibility audit</p> <p>Medical list reviewed September and admin update as necessary.</p> <p>Teachers aware of all individual medical needs.</p>

APPENDIX 3: POLICY HISTORY

Version / Date	Summary of Change	Review Date	Lead Author
080621	Amendments made to include hyperlinks to schedule 10 of the Equality Act 2010 and the accompanying DfE guidance	June 2021	C Greenhall
080621	Linked policies updated to reflect current policy structure	June 2021	C Greenhall
080621	Changes made to paragraph re equality objectives to reflect that these are set by Trustees rather than school LGB's	June 2021	C Greenhall
080621	The arrangements for reviewing this policy set as every 3 years and by the Board of Trustees	June 2021	C Greenhall
080621	Reviewed by SEND Network – Autumn 2021	Autumn 2021	F Brinicombe
Version 2	Appendix 2 & Action plan for contextualization in school adapted with increased prompts for individual schools	07/03/2024	F Brinicombe