



Uffculme Academy Trust

Accessibility Policy and Plans

January 2023 – December 2025

Approved by the Risk & Resources Committee on:
30 November 2022

Next review date: November 2025

Please be aware that this document has been checked for accessibility and that there are tables within it that screen readers might read in an unexpected order. You can use the tab key or the 'read next paragraph button' to navigate through table cells one at a time to improve this.

This document has been set to download in 'accessibility mode' and therefore a read aloud function is available at the top of the page. If this is not the case, then the 'review' tab should be selected at the top of the page so that the read aloud function can be accessed.

Introduction

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 1995.

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

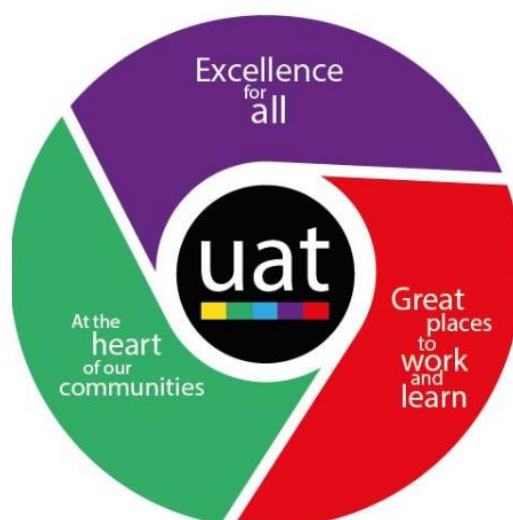
- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled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

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

Vision and Values

Uffculme Academy Trust has high ambitions for all its students, including those with a disability and protected characteristics. Uffculme Academy Trust aims to ensure that everyone has the opportunity to participate in every aspect of school life. The Trust strives to ensure equal opportunities amongst all staff and students and is driven by our shared commitment to intentional inclusion. Inclusion, equity and diversity are fundamental to our school communities and we celebrate difference and challenge prejudice.

The Trust prides itself on its guiding principles of:



In terms of access, Uffculme Academy Trust aims for:

Excellence for All

- All pupils to be enabled to achieve highly regardless of background, socio economic status, disability race or gender.
- Our schools to be fully inclusive to meet the needs and celebrate the abilities of all children and young people.
- Inclusion to underpin every strategy with successful adaptations and timely interventions supporting learners at the point of need.
- No child to be left behind or disadvantaged because of a lack of resource, technology, finance or home support.

Great Places to Work and Learn

- Our schools to be happy places which children enjoying attending and staff enjoying working at.
- Success (in all its forms) to be publicly recognised, rewarded and celebrated.
- Enrichment to be prioritised and valued in every school. We will look to maximise the opportunities for staff and students to enjoy their time at school and to experience a range of activities and opportunities that support this culture.
- Ensure barriers to attending school are identified and removed so that coming to school is a positive choice.
- All children, young people and adults to be visibly included.
- Pupils to be taught to respect and value diversity
- Investment in buildings and resources so that the environment reflects and reinforces our values.

At the Heart of Our Communities

- Furthering the opportunities for all children and young people in our schools by removing or helping them overcome any barriers to their success.
- Working alongside other organisations to fulfil our civic duty to enhance opportunities for all children and young people.

Accessibility Policy

This policy sets out the ways in which Uffculme Academy Trust provides access to its schools for individuals with a disability and how this will be improved over the next three years.

It will be made available on each school's website and paper copies are available upon request.

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.

Accessibility is addressed under the following headings:

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

Accessibility Plans

Each school in the Trust will develop an Accessibility Plan specific to the requirements of their site and community, which will appear as an appendix to this policy.

Monitoring and Review

This policy and the accompanying plans will be reviewed every three years but may be reviewed and updated more frequently if necessary.

It will be reviewed by the Director of SEND for the Trust with each school reviewing their appendix (namely the Headteacher, SENDCo and Local Governing Committee) and approved by the Trust's Risk and Resources Committee.

Other Relevant Policies

This policy and accompanying plans link 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 Policy
- SEND Policy
- Children with Health Needs who Cannot Attend School Policy
- SEND Information Report
- Equalities and Diversity Policy

Appendix 1

Accessibility Plan 2023 – 2025 Uffculme Primary School

Aims and objectives

Our aims (in accordance with the Equality Act 2010) are to:

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

This action plan sets out how the school will achieve these aims over time, so that pupils with a disability can take full advantage of their education and associated opportunities.

Increase access to the curriculum for pupils with a disability

Current Good Practice

- Weekly briefings between Headteacher, SENDCo and TAs to share information
- Skilled team of TAs
- Pupil 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 pupil support plans when required
- Pupil support plans 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 appropriate teaching 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
 - Appropriate level reading books e.g. Project X
 - Dyslexic friendly books (cream-coloured pages with more visual support)
 - Specially shaped pencils / pens for pupils with grip difficulty
 - 'Theraputty' and posture aids (e.g. wedge cushion) when required
- Access arrangements:-
 - Readers

Scribes
 Enlarged papers
 Modified papers
 Extra time
 Laptops
 Separate working/testing space

- Provide early and effective literacy and numeracy intervention
- Quiet area at lunchtime provided as well as additional support for reading and homework clubs at lunchtime
- Specialist Speech and Language programmes delivered
- Skilled TAs to plan and deliver pastoral interventions

Action Plan

Objectives	Action	Timescale	Success Criteria
To identify staff training needs linked to disability and additional needs	Audit staff training and identify weaker areas of knowledge. Use this audit to plan and deliver staff training.	July 2024	Staff have a better understanding of various disability and have training needs met.
Ensure children increase their knowledge and understanding and acceptance of difference	Promote and deliver themed weeks/assemblies linked to disability.	July 2024	Children have a greater awareness of disabilities and can talk about difference.
Ensure staff member is trained as a Mental Health Lead and a school mental health action plan written	To identify training course for the member of staff to attend and complete. To complete action plan and monitor the implementation.	July 2025	Trained staff member leading on mental health across the school and promoting the importance of this.

Improve and maintain access to the physical environment

Current Good Practice

- Main school building has level access, although three stairs lead to KS2. School hall can be accessed externally if necessary through sloped access (due to six 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
To ensure the new KS2 classroom building has level access	Ensure during the designing and planning phase, sloped access to the building is discussed and implemented to future proof the classrooms.	July 2023	A slope has been built to assess the new classroom block.
Maintaining safe access around the exterior of the school	Site team to carry out daily checks so that pathways are clear and safe to navigate.	Ongoing July 2025	Pathways and access around the school is clear so that children can move unhindered around the school.

Improve the delivery of information to individuals with a disability

Current Good Practice

- Pupil profiles and support plans inform staff of pupils' needs
- Specialised curriculum resources to meet needs if required
- Adaptation to teaching and learning of the curriculum where required
- Planned and unplanned opportunities to gain pupil voice
- Home/school communication plan in place for those who require it

Action Plan

Objectives	Action	Timescale	Success Criteria
Signage is suitable for non-readers and is clear and situated in the new building.	Ensure clear accessible signage is used once the building work has been completed.	July 2025	Pupils are able to navigate the school clearly by following the signage.
Improving the use of technology to meet needs of individuals.	Training and information sharing with staff is planned and delivered.	July 2025	Increase in confidence and use of technology improved so children's needs are met.

Approved by the Local Governing Committee on: *24 November 2022*