Policy name:	Accessibility Plan
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Date written:	June 2021
Date amended:	June 2024
Next review date:	June 2027

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Ensure necessary arrangements are made for the admission of disabled pupils
- Ensure steps are taken to prevent disabled pupils from being treated less favourably than other pupils
- Ensure facilities help disabled pupils to access the school
- 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 school aims to treat all its pupils, their families, our staff, governors and members of our wider community fairly and with respect. This involves providing access and opportunities without discrimination of any kind.

We are entirely inclusive in all aspects of school life. Everyone is welcomed and valued. Our school is also committed to ensuring staff are trained in understanding equality with reference to the Equality Act 2010, including understanding disability.

The school supports any available partnerships to develop and implement this plan.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	**Current good practice** *Include established practice and practice under development*	**Objectives** *State short, medium and long-term objectives*	**Actions to be taken**	**Person responsible**	**Date to complete actions by**	**Success criteria**
Staff have received training in communicating effectively with all pupils.	Teachers, TAs and SLT in the school use Widget visuals and other key instructions (visual). Child in Reception (Hilperton) needs additional visuals and non-verbal communication strategies.	Short term – to ensure all lanyards are in use and visuals are clear in classrooms and for individual children's provision. Medium term – update visuals on lanyards to include scripts to remind/prompt adults. Long term- ensure new members of staff have the relevant training.	See objectives	SLT	Dec 2024	Increased staff awareness. Children understand and respond to different types of communication.
Steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics and placement of noisy equipment.	Current practise does not explicitly address reducing background noise in the hall or in the classrooms. The hall at Hilperton has 'sound clouds' to absorb some of the noise.	Short term – to review how we can reduce noise within the classrooms. Medium term – to review whether there are ways of reducing noise in the hall at Wingfield. Long term– to ensure the policy reflects the aim and that background noise is reduced within the classrooms and hall	See objectives	SLT	July 2025	Review with class teachers Increased staff awareness Research noise reduction equipment for the hall at Wingfield

Room for storage and maintenance of specialist equipment.	Classrooms are generally tidy and resources are accessible to children and adults. Some specialist equipment for a child is currently stored in corridor but this will be transferred to his new secondary in July 2024.	Short term – review of classroom set up. Medium – feedback to staff on classroom arrangements if necessary. Long term – resources are re-positioned.	See Objectives	SLT	July 2025	The aim will have been achieved.
Involve wider group of stakeholders in reviewing and developing this plan	Advice from specialist agencies such as specialist physical teachers, occupational therapists, physiotherapists and hearing impairment teachers is sought and followed. Pupil and parental/carer voice is also sought and carefully considered, alongside the voice and needs of the wider school community.	Short term – share with SLT and governors Long term – continue to update and modify in light of our children and staff's needs. The plan is updated to reflect the views and needs of the wider community (parents, carers, school community)	See objectives	SLT	July 2025	The aim will have been achieved

4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by school governors.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

6. Accessibility Audit

Activity	RAG- Hilperton	RAG- Wingfield	Comments – any relevant issues to address	Priority – who is lead?
Buildings				
Size and layout of all areas allows access for all pupils (classrooms, sporting, play, social facilities, hall, library).			All classrooms, sporting, play, social facilities, hall and library allow access for all	ST/KS
Wheelchair users can move around the school without experiencing barriers to access such as those caused by doorways, steps and equipment.			We have a wheelchair user in school (Hilperton Site) and found access to areas suitable. Hilperton Site- The only exception is the exit from the kitchen (back door) to Huff and Puff playground where there is a difference in ground levels. Alternative routes available. Wingfield Site- The only exception is exiting the main building through the Early Years classroom or the corridor but alternative routes available.	ST/KS
Floor surfaces are flat, clear and non-reflective.			Yes	ST/KS
Consideration is given to ensure that signage and décor is not confusing or disorientating.			Yes. Use clear, concise signage. Plain colours, no red. Clear differentiation between doors and frames. Exit buttons positioned at appropriate height.	ST/KS
Colour schemes in corridor reinforce space.			Yes – cream walls throughout	ST/KS
Chair and desk sizes are considered for each pupil.			Considered by age group/ height of child. Personalised chair provided for child who is a wheelchair user.	ST/KS
Classrooms have height adjustable worksurfaces.			No – desks are fixed and chairs are standard height per year group. Worktop around sink area also at standard fixed height for primary schools.	ST/KS

			Classrooms do not have height adjustable work surfaces but this could be looked into if the need arose. Adjustable desk provided for a child who is a wheelchair user.	
All doors have visibility panel at the correct height.			Yes – to length of door or panel to side of door.	ST/KS
Signage reflects the school handwriting policy.			Some. Not appropriate for all signage. Some is dyslexia friendly signage.	ST/KS
Pathways are logical, well signed and free from trip hazards.			Yes – all free from trip hazards. No signage to direct flow of traffic but access to grounds flows from pavement to playground. Some very small cracks appearing in Huff and Puff playground. These are being monitored.	ST/KS
Handrails on steps and slopes.			Yes to steps at front of school (Hilperton). Fenced off areas in grounds. Handrails in and out of mobiles on both sites.	ST/KS
Clearly marked directions to classes, departments; possibly colour coded routes.			All classrooms have signs on doors to indicate which room it is. There is a map of the building available for all staff.	ST/KS
Rooms clearly labelled with words and/or symbols.			Rooms clearly labelled with class name and symbols.	ST/KS
Outside notice boards clear and at pupil friendly heights.			Back playground are at pupil height. Front notice boards for parents.	ST/KS
Access to transport convenient for disabled and non-disabled pupils.			Yes – drop kerb on pavement. Disabled spaces available in council owned car park outside the school grounds for easy access to school (Hilperton). We currently hire a minibus or coach or use in house minibus where possible. Access from carpark to support wheelchair users.	ST/KS
Lifts are easy to operate.			N/A	ST/KS
Flat covered walkways between buildings.			Hilperton Site is one building. Wingfield site has covered walkway between main building and one of the mobiles.	ST/KS
Changes of floor level are clearly visible.			There is no change in floor level of building. Only change in floor level is from back door of kitchen to Huff and Puff playground – this step is painted yellow.	ST/KS

			Outside the main front steps at Hilperton are white edged.	
Ramps of the correct gradient and width.			The ramps at Wingfield are correct gradient and width. The ramp which leads to the music studio mobile is 1m in width and not 1.5m (Hilperton).	ST/KS
Disabled toilets positioned centrally to cut down journey time.			Yes – we have two disabled toilets in school, one situated in the middle of the building near the hall and one situated at one end of the school (Hilperton). Yes- the disabled toilet is in the accessible mobile (Wingfield).	ST/KS
Disabled toilets meet design requirements.			One of the two disable toilets is also used as the First Aid room. Toilet fitted with a multi- sized toilet seat.	ST/KS
Doors painted a contrasting colour to walls.			Yes	ST/KS
Room available for therapy needs during the school day.			Yes, we have The Studio and an ELSA room as well as the Meadow. These rooms offer sensory and nurturing spaces. This is also used for ELSA intervention and physio. Both disabled toilets have got beds in them. (Hilperton). There is an accessible therapy space at Wingfield in one of the double mobiles. The ELSA room (The Hide) is accessible for wheelchair users.	ST/KS
Pupils are able to open doors as appropriate. (it is recognised that some doors are not expected to be opened by pupils.)			At Hilperton the doors are designed to be opened with ease apart from internal access doors to the Hall and the corridor doors. These are heavy and could be difficult for a pupil to open. There are green buttons at mag-lock doors. However, they are at DDA regulation height to enable accessibility. At Wingfield we have a rocker switch to leave through the main front door.	ST/KS
Steps taken to reduce background noise for hearing impaired pupils such as considering a room's acoustics and placement of noisy equipment.			Music instruments and lessons are held in one room, separate to classrooms. Individual music lessons in Music Studio. Sound clouds fitted in the Hilperton main hall.	ST/KS
Lighting enhances space.			Fully upgraded LED lighting in all rooms on both sites fitted in 2023.	ST/KS
Fire safety – movements and egress appropriate for all pupils.			Yes.	ST/KS

Teaching boards have good lighting and are non- reflective.			Yes. Promethean boards.	ST/KS
Sinks are accessible to pupils, including taps and plugs.			Yes – all classroom sinks are at correct height. Sinks in WCs also at appropriate height.	ST/KS
Room for storage and maintenance of specialist equipment.			No – space is found within building if any requirements for additional equipment needed.	ST/KS
Sensory areas/gardens.			Yes.	ST/KS
Curtains/blinds are used to reduce glare and heat.			Yes. Nursery, The Lodge and Music studio all have air-con (Hilperton). The Mobiles and The Hide (Wingfield) have air- con.	ST/ KS
Label cupboards and shelves clearly.			Yes, but highly dependent on individuals within classrooms.	ST/KS
Staff – Teaching and Non-teaching				
Induction – to include H&S requirements and disability equality awareness.			Health and safety is covered as part of induction and equality is covered as part of recruitment.	ST/SLT
All staff have the necessary training and information to be aware of the impact a specific disability has on the pupils social, emotional, behavioural and academic life.			Yes, staff are thoroughly briefed about disability, social and emotional wellbeing and complex needs. In addition, we discuss children whose family situations may be difficult and children with medical needs.	SLT
Positive behaviour management policies supported by all staff.			Behaviour management is a policy in the induction pack and the 5-point scale is clearly posted throughout the school. We should ensure that all staff have an awareness of the 5-point scale so that it is used consistently.	SLT
All staff maximise pupil independence.			In classrooms resources are available for children to access independently and are labelled. All children are encouraged to prepare themselves for their lessons.	SLT
All staff differentiate appropriately to provide opportunities for all pupils to achieve and respond to pupil diversity.			Yes – teaching standards	SLT
All staff are aware of H&S requirements.			Yes, induction covers health and safety aspects, there are talks in staff and admin meetings. Site staff highlight any classroom issues to relevant staff.	ST/SLT

Appropriate staff have had Manual Handling training and appropriate staff are aware of Handling Plans/Health Care Plans.			Some staff have received manual handling training linked to their job role. Staff would be aware of any health care plans. Positive Handling training is available to those who need it.	SLT
All teachers incorporate individual targets in their lesson planning.			Children who have SEN Support plans are regularly reviewed and monitored. Teachers know the children's targets. EHCP outcomes are broken down into targets for the year to enable teachers to include these targets in their planning.	SLT
System in place for all staff, including temporary/supply staff, to be aware of the above plans.			TAs and teachers meet weekly after school for dedicated 'planning' time. SEN Support plans are reviewed as part of this planning time. All teachers have a yellow Inclusion folder accessible in the classroom which includes all information about SEND children.	SLT
Staff recognise and allow for the additional time required by some disabled pupils; to use equipment in practical work; to communicate using an aid.			Children who need additional equipment for their learning are provided for e.g. pencil grips. There are various communication strategies in place across the school. An emphasis on additional time might be needed.	KS
Staff recognise and allow for the mental effort expended by some disabled pupils, e.g. lip reading.			Teachers and TAs have been trained on SpLD needs. Adults on the graduate teacher training programme are also trained on SpLD needs.	KS
All the staff aware of the LEA services which will support them to include pupils with specific disabilities.			Staff are aware through the Inclusion Lead.	KS
How to contact specialist support agencies is known e.g. Advisory Teacher, Physiotherapist.			This is done through Inclusion Lead. Regular Inclusion surgeries are held where a decision on outside agency involvement is made. Teachers are part of the referral process.	KS
Multi- Disciplinary Training is made available for all teachers.			Non-verbal communication using visual cues is used in the school. There was also an attempt at using Makaton for communicating in the quiet corridors. It would be good to have more of this in place/training. Nursery Lead has completed a Makaton course in 2023.	KS

Clothing worn by staff is not visually confusing.				
Staff have received training in communicating effectively with all pupils.			Yes – CPD	SLT
Staff are familiar with technology and practices developed to assist pupils with disabilities.			At a basic level – e.g. clicker 8 for writing, talking tins for recording ideas. Specific training for technologies for individual children would be done as required.	KS
School homework policy recognises and allows for the additional needs of some disabled pupil e.g. the needs to undertake therapy at home and the time it takes to do daily living tasks.			Utilising Seesaw for online learning and home learning tasks.	KS/ SLT
Teaching				
Allowances made to enable pupils to manoeuvre themselves into position and organise themselves before the lessons commence.			Classroom tables and chairs are set out to enable children to move around the classroom. Teachers give clear time expectations and use timers to support children to organise themselves and settle prior to the start of a lesson.	KS
Choice of position in class for visual access to displays, boards and teacher etc.			Sometimes displays can be too high/low or obscured by other things but teachers make best efforts to ensure visuals are in the classroom for children to refer to.	Class teachers
Room size and organisation allows ease of movement.			In all classrooms you are able to move around.	Class teachers
Position of key resources have taken into account lighting, e.g. teacher not sitting with back to the window.			Part of Quality First Teaching and SpLD training – key reminders given.	KS/Class teachers
Lessons provide opportunities for all pupils to achieve.			Lessons are adapted according to the children's needs.	Class teachers
Liaison between teacher and support staff enabled before lessons.			Thursday planning sessions, start of the day, in between lessons. Constant communication within staff teams.	SLT
Teaching strategies reflect pupil diversity			PSHE curriculum, Equalities curriculum, awareness of staff, CPD	Class teachers
Teachers communicate with all pupils not only through TA.			Teachers are very good at getting to know each individual in their classes.	Class teachers

All tasks set reflect pupils ability to comply.				Class teachers
Advanced planning facilitates availability of differentiated resources			Planning is completed in advance to be shared at planning meetings on a Thursday.	Class teachers
Teaching techniques empower the variety of learning styles.				Class teachers
Planning facilitates inclusion e.g. allowing time for all pupils to complete key tasks.			Yes	Class teachers
All pupils are encouraged to take part in all lessons, e.g. music, drama and physical activities.			Yes	Class teachers
Organisation				
Timetable considerations to minimise travel around building.			N/A	
PSHE programme adapted to meet all pupil's needs.			Yes	Class teachers/ Subject Lead
Plan of the school layout available to all pupils.			Copy of school plan is available in request if necessary.	KS
School trips/visits accessible to all pupils irrespective of attainment or disability.			Yes- All trips, visits, visitors and residential activities are planned in advance with families of children with SEND	Class teachers/ KS/ BM
Transport arrangements do not exclude participation in after school activities.			N/A	
All clubs are inclusive, including after school/breakfast clubs.			Yes	KS/BM
Sports day is inclusive. All participants valued.			Yes	PE Lead/ KS
Systems are in place to disseminate appropriate information to peers with the consent/participation of the pupil.			Yes. Circle times if agreed with family	Class teachers

Designated quiet areas in recreation areas.			Yes – playground designed with different areas. Arrangement of seating at one end of the school prevents running in quiet area.	SLT/ class teachers
Pupils are supported to be included in the SEN Support review process.			Yes – Pupil voice gathered before each review.	KS
Pupils are supported to take a part in the Annual Review process of EHCPs.			Yes – Pupil voice gathered before each review. Children are invited to their own annual review where appropriate.	KS
Letters/reports to parents, pupils are available in different formats, e.g. audio, braille, large print.			Yes – Offered by office. Newsletters and letters provided by email. We offer to print the newsletter in large text and to speak to the office if there are any communication difficulties. We have the facility to ask Collaborative Schools Ltd of Trowbridge/ Google translate to help translate anything if absolutely required.	KS/ Office staff
All parents able to access the building for parents' evening and meetings.			Yes. Parents evenings and meetings arranged in school. Access from reception at front of school (both sites).	KS
Information is presented in a way that is user friendly.			Yes. PSA notice boards, newsletters.	KS/ SLT
Exam and non-examination achievements are equally valued.			Yes. Celebration assemblies, Hot Chocolate Fridays	SLT