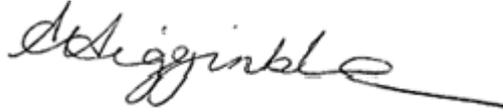




**Haselbury Plucknett C of E First School**  
**Accessibility Plan 2021 - 2023**  
**(Learning and Growing Together)**

<b>Date ratified by Governing Body</b>	<b>8<sup>th</sup> March 2021</b>
<b>Review Cycle</b>	<b>Every 2 years or when there is a change in statutory guidance or legislation</b>
<b>Review Date</b>	<b>July 2023</b>
<b>Signed Headteacher</b>	
<b>Signed COG</b>	

Working together with parents and the wider community of church and village, we offer our children the chance to achieve their very best, academically, socially and spiritually. We provide a nurturing environment with values firmly rooted in our Christian Foundation: peace, self-control, trust, kindness, patience and love.

(Matthew 13:8) **“seed fell on good soil, where it produced a crop.”**



1. At Haselbury Plucknett First School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.
2. Purpose of the plan. This plan shows how Haselbury Plucknett First School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents / carers and visitors. Schools are required to produce and publish an accessibility plan as part of their commitment from the Equality Act 2010.
3. Definition of disability according to the Equality Act 2010. A person has a disability if he / she has a physical or mental impairment that has a substantial and long-term adverse effect on his / her ability to carry out normal day to day activities.
4. School aims and values. As a school we are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. This is reflected in our vision strapline 'Learning and Growing Together'. We believe that 'Learning and Growing Together' captures what we are all striving for at Haselbury Plucknett School. It is a focus for our aims (published on our website) and demonstrates our commitment to equality of access to a broad, balanced curriculum for all.
5. We aim to:
  - a. Increase access to the curriculum for pupils with a disability. This includes teaching and learning and the wider community of the school such as participation in after-school clubs, leisure and cultural activities and school visits.
  - b. Improve and maintain access to the physical environment. This includes improvements to the physical environment of the school and physical aids to access education.
  - c. Improve the delivery of written information to pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of the pupil's disabilities, the pupils and parents preferred formats and be made available within a reasonable time frame.
6. Development of the plan. The plan will be shared via our school website and will be monitored on a termly basis by the SENDCo in conjunction with the Headteacher and Governors. Where appropriate supporting partnerships will help develop and implement the plan, for example liaison with the local authority, CISP or the proposed federation. Adherence to this plan will be expected in all areas of school life regardless of any subject or area in consideration and training will be provided for staff in any key areas deemed appropriate by the SENDCo, Headteacher and Governors.
7. Complaints procedures. Should there be any complaints or concerns regarding this plan these should be addressed initially to the Headteacher if informal or for formal complaints via the agreed complaints procedure which is available via the school website.

Annex:

- A. Accessibility Plan
- B. Accessibility Audit



**ACCESSIBILITY PLAN**

Overall Aim	Focused Objective	Current good practice Include established practice and practice under development	Actions to be taken	Person Responsible	Date to complete actions by	Success criteria
<b>Increase access to the curriculum for pupils with a disability</b>	Ensure classroom staff have specific training to support all pupils effectively including those with a disability.	<p>Staff have lots of experience in supporting additional needs and a number have attended formal training.</p> <p>Where children have specific needs; staff are offered training in this area.</p> <p>SENDCO and Foundation stage leader liaise with Pre-school during spring term and school entry plan meetings identify training requirements of staff</p>	<p>Staff training needs identifies out of appraisal process (Teacher and support staff)</p> <p>Staff to access appropriate training including CPD Online learning modules if required.</p> <p>SENDCO and Headteacher both involved in School Entry meetings at the start of the Summer term and these are reviewed during the autumn term including training requirements.</p> <p>Identify and organise training for staff ahead of pupils with additional needs starting Catkins Class.</p>	<p>SENDCO</p> <p>HT</p> <p>Foundation Stage Leader</p>	On-going and as required	<p>Raised staff confidence in strategies for differentiation and increased pupil participation.</p> <p>Children with additional needs met.</p> <p>All staff aware of individual's needs</p>
	Ensure all staff are aware of disabled children's curriculum access.	<p>All activities are open to all pupils including educational visits.</p> <p>Individualised timetables are used where appropriate.</p> <p>Provision maps and Passports are shared with all staff working with specific children</p>	<p>On-going evaluation of appropriate access plans for disabled pupils if needed.</p> <p>Educational visits preparations include risk assessments questions for children with a disability as appropriate.</p> <p>SENDCO to monitor provision maps and Passports termly and report to governors at least annually on their effectiveness.</p>	SENDCO	On-going and as required	<p>All children to have access to curriculum (including PE) and be able to excel.</p> <p>Wider use of SEND resources in classrooms to ensure expected and accelerated learning.</p>



	Use ICT software to support learning.	Individualised software and apps have been used for specific children  Provision maps and individual timetables for specific children.	Ensure individualised software and apps installed where needed to new ipads and laptops  Further software and apps used and extended to more children.	SENDCo and IT lead	On-going and as required	Wider use of ICT based SEND resources used successfully to support curriculum learning in classrooms.  All children making expected progress.
	To review monitoring processes of SEND pupil's attainment	Pupil Progress meeting termly include monitoring of SEND pupils.  SENDCo monitors attainment and progress of SEND pupils	Review monitoring processes for SEND  Develop procedures and measures for monitoring attainment and progress of these pupils taking into account good practice in other Somerset Schools	SENDCo Assessment Coordinator SLT	Termly	All children's progress including SEND and more able pupils are monitored effectively, leading to these pupils making at least expected progress.
<b>Improve and maintain access to the physical environment</b>	Evaluate access to school site and school buildings.  Consult relevant stakeholders and professionals	Headteacher and Governors have audited the current access to Haselbury First School which has informed this plan.	Complete accessibility plan  Consult with Stakeholders (Parents and Pupils)  Seek advice of professionals to implement plans e.g. PIMS team/ LA Buildings Team	HT/SENDCo/ Governors	July 2022	Improved access to school for all stakeholders.  Relevant Stakeholders are consulted and their viewpoints considered.
	Assess viability of improving access from Catkins classroom and accessing outdoor learning from Classroom	The classroom can be accessed via the main entrance and along the corridor to the classroom. There isn't direct access to outside provision from classroom. A door from the classroom outside would support disabled pupils and the free flow for EYFS pupils.	Investigate cost of putting a door from classroom directly into outdoor provision for main entrance to the school or other ways to make this classroom more accessible	HT and Governors. Building Surveyor	July 2022	Improved access to wheel chair / disabled users entering the EYFS Classroom and improved access to outdoor learning.
	To investigate improved toilet facilities for disabled pupils	The hall/pre-school building has toilets including one with a larger cubicle.  The main building has toilets none of which are disabled toilets. The school has one staff toilet which is very small and not easily accessed by disabled visitors.	Investigate the viability of improving accessibility of toilets for disabled pupils and visitors  When main toilets are updated look to make them more accessible to pupils with a disability.	Office Team/HT	July 2022	Improved toilet facilities for disable pupils



	<p>Ensure safe use of steps and stairs within the school environment</p>	<p>Marking on external steps with white strips.</p> <p>Clear marking on internal steps with white / silver strips.</p>	<p>Re-paint markings to ensure they are clearly visible.</p> <p>Regular premise check to ensure steps are clearly visible.</p>	<p>Office team / Caretaker</p>	<p>Ongoing</p>	<p>Safe use of steps and stairs within the school maintained for all staff, pupils, parents and visitors</p>
	<p>To ensure staff and children are confident that they can exit the building quickly and safely.</p>	<p>Personal Emergency Evacuation Plans are put in place where required by pupils with a disability and monitored and reviewed through regular fire drills</p> <p>Fire escapes accessible and monitored daily.</p> <p>Clear signage meeting requirements has been recently audited by Coomers and new signage in place.</p>	<p>New Fire Procedures to be drawn up in light of re-organisation of school.</p> <p>Regular monitoring (recorded) to ensure on-going effectiveness.</p> <p>Ensure all visitors are made aware of procedures and visitors tick to say they have read and agree to procedures when they sign in</p>	<p>Office team caretaker HT</p>	<p>Ongoing</p>	<p>Maintain excellent record of safety and confidence in both staff, children and visitors when performing exits from the building</p>
	<p>To ensure that all children have equal access to every learning opportunity within our learning environment</p>	<p>Our classroom spaces and shared spaces are accessible other than Key stage 2 classroom which is only accessible by steep steps.</p> <p>We have a number of resources for pupils with additional needs.</p> <p>New Classroom organisation will give EYFS pupils access to outdoor provision without negotiating steps but does not give free flow as not directly off classroom.</p>	<p>Ensure current needs for individual children are taken into consideration and resources are appropriate.</p> <p>Explore and develop provision in place to develop physical development for EYFS explore provision to ensure independent physical development for children across the school through large motor skill opportunities.</p>	<p>SENDCo Class teachers</p> <p>HT EYFS Lead</p>	<p>July 2022</p>	<p>Evidence of developed areas of access which have taken into consideration that all children must have equal access to every learning opportunity within our learning environment</p>
	<p>To ensure that all children have equal access to every learning opportunity within our learning environment</p>	<p>Access to English, Maths and the wider curriculum supported by appropriate resources.</p> <p>PE provision support linked to physical support needs.</p> <p>Some of the after school already are inclusive and all children received curling lessons from Bob Brunt.</p>	<p>Sports Coordinator with support of Office Staff to evaluate after school provision to ensure all children have opportunities to participate.</p> <p>Explore PE activities which are inclusive to all (i.e., curling, boccia and archery) and competition opportunities target underrepresented groups including pupils with a disability.</p>	<p>ICT Lead SENDCo Sports Coordinator HT SLT</p>	<p>on going</p>	<p>All children have equal access to every learning opportunity within our learning environment</p>



			Explore Ipad/ICT for additional methods of support for SEND pupils and those struggling to access curriculum PDM Planning meetings for topics considers pupils with additional needs			
<b>Improve the delivery of written information to pupils.</b>	To ensure that parents have as much up to date information as possible within an accessible format	Regular information given via the newsletter to save overloading parents with information. This emailed to parents and paper copies received if parents prefer this option  Website provides information to parents about how to support their child  Where applicable, parents are supported in accessing information.  EAL families receive translated letters and documentation	Continue to develop the website to ensure accessible to all. Reviewed termly by governor Continue to deliver the newsletters on a fortnightly basis and evaluate yearly content is clear and in an accessible format. Continue to support parents through office advice and hands-on help	HT / Office Team  Office Staff  School Secretary / HT Office team/HT Governing body	On going  On going  On going	A website that is accessible to all and has relevant information.  Newsletters issued on a fortnightly basis  Parents feeling supported through office advice and hands-on help  Improved alternative methods of communication with parents in place
	Develop Personal Learning Plans to include more of pupil and parent voice SEND processes and paperwork include more of pupil and parent Voice	Regular meetings with SENDCo and Class teacher available  Personal learning Plans shared with parents  Personal learning plans written in liaison with children Personal learning plan shared with children	Personal Learning Plans and Parent meetings such as Annual Review to be reviewed to include more of pupil and parent voice using new county paperwork Provision maps to reviewed termly with parents Drop-in times for Parents re-instated and advertised via the website.	SENDCo Class teachers	Ongoing	Updated Personal Learning Plans and SEND processes in place which include more of pupil and parent voice
Other Ongoing targets	Ensure all staff have access to relevant medical information to support their work with pupils.	Data sheets are collected annually and include information about allergies and medical conditions.  A register of medical conditions and allergies is available in the office and updated annually or	Ensure that all adults working, or visiting the school are aware of the implications of any allergy/ medical issues. Collect updated information from parents annually and keep in file in office.	Office Team SENDCo HT	On going	Communication Parent-Teacher-Child good and needs met.



		classes have a copy in their class folders. All staff in the classroom are made aware of it.	Revise Staff Handbook to include this information.  Display Photographs of these children in key areas			
	Policy Reviews to consider accessibility issues. Staff and Governors to be involved.		Policy Reviews to consider accessibility issues. Staff and Governors to be involved in reviews.	HT SENDCo Governors SEND Governor	On going	Policies reflect inclusive practice and policy
	Furniture purchases to consider whether they meet all pupils including those with a disability.		Future furniture purchasing including desk and chairs to consider pupils with disability.	Office Staff Teaching Staff SENDCo SEND Governor	Ongoing	More of the resources are accessible for all pupils.
LONG TERM	To offer every child the opportunity to access the whole of the school building and outdoor learning areas	<b>FOR FUTURE CONSIDERATION</b> The access to all parts of the school including outdoor learning and play areas.	Ensure current needs for individual children are taken into consideration and resources appropriated where necessary. Continue to look at opportunities to develop access to parts of the building as alterations and build works are considered/carried out. This is to include when outdoor learning and play areas are updated	Governing Body and HT	On-going	Evidence of on-going research into opportunities to develop access to the school



**ACCESSIBILITY AUDIT**

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school is made up of main building with an upper floor where the older pupils are taught. This is accessed via steep steps. The fire exit (main building entrance) is accessed via a step. Pratton building has one entrance which has a gap between ramp and the entrance step. The other entrance to the Pratton building which is on the flat, is only accessed via kitchen and narrow entrance.	Investigate improving ramp to aid access to the pre-school building housed in the Pratton mobile classroom.	HT / SLT / Office Team  HT / SLT / Office team	July 2022
Corridor access	The main school has clear wide corridor with wide doors in to Catkins classroom. Many of the doorways in the building are of non- standard size and are not wide doors. The rest of the school also has some tight corners and small door ways.  Main cloak room space is small and can be crowded in the entrance area	Staff to be vigilant regarding cloakroom areas and children hanging up bags and coats.  Reception year groups pegs to be repositioned in library space.	All staff	On-going
Lifts	The school does not have any lifts. The upper floor is only accessible via steep steps.	The school will look at improving accessibility of the upper floor with building surveyor.	Governors/HT	July 2022 and reviewed annually
Parking bays	The school does not have any parking bays and is positioned on the main road.  The school has a vehicle gate which leads from private land (Peggy's Lane) There is some dispute about access to this gate and as this gate leads straight on to the small playground not appropriate for parking options.	Ensure lack of parking options are communicated to staff, parents and visitors with additional needs who require them by Office Staff and on website.	Office staff  HT	On going
Entrances	The main entrance to the school has several steps. Other entrance is via Peggy's Lane and allows access without steps. However, this lane also has cars using it.  The entrance to main building does not require ramps to access them although the front entrance which is used as a fire exit has a step up to it.	Review general accessibility especially into Pratton building with building surveyor.  Governors investigate rights the school has to entrance of Peggy's lane entrance to ensure it can be continued to be used and vehicles use this access.	HT/Governors  Building Surveyor	July 2022



	Pratton building has one entrance which is on the flat (leading into kitchen other entrances have gap between ground and entrance door).			
Toilets	<p>The main building has toilets none of which are disabled toilets.</p> <p>The school has one staff toilet which is very small and not easily accessed by disabled visitors.</p> <p>The hall/pre-school building has toilets including one with a larger cubicle.</p>	Explore improving toilet facilities for disabled pupils when improvements are planned to existing facilities and to support disabled pupils being admitted to school.	HT/Governors	July 2022
School Office	The reception/office housed in separate building area is accessed via standard width door this is clearly signed.	No further action.	HT/Office Staff	
Internal signage	<p>Yellow / white strip marking in place for all entrances / exits / steps</p> <p>More permanent signage needs to be put in place to support access via the gate and buzzer entrance.</p>	<p>To monitor condition of yellow / white strip marking.</p> <p>Signage to be audited and new signage to be ordered and replaced without affecting conservation area.</p>	HT/Caretaker	On going
Emergency escape routes	These are monitored on a daily basis by the caretaker. Where children have disabilities personal evacuation plans are in place.	<p>SENDCo to monitor effectiveness of PEEPs and that they are applicable to the individual.</p> <p>Fire Safety paperwork to be monitored by Health and Safety Governor twice a year.</p>	<p>SENDCo</p> <p>Health and Safety Governor</p>	On-going