



## **Accessibility Statement and 3 Year Plan – 2021 to 2024**

At Exminster Community Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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

1. Increasing access to the curriculum
2. Making improvements to the physical environment of the school to increase access
3. To make written information accessible to pupils in a range of different ways

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. 'Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area'

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.

### 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 the governing body.

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy



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The following statement will consider the work which has already been carried out and the strategies which are currently in place to meet the needs of disabled pupils. The plan will set out the adjustments which will need to be carried out over the next three years in order to enhance accessibility to Exminster Community Primary School for disabled pupils. The plan has been created through discussions with professionals from advisory agencies and members of staff.



Mrs S.L. Whalley  
 01392 824340  
 admin@exminsterschool.co.uk

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**What adjustments are already in place for disabled pupils at Exminster Community Primary School?  
Improving the Physical Environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services.**

<b>Adjustment</b>	<b>Impact</b>
The main building is all on one level with ramped access to the rear. The school may be approached from an inclined path at the front.	Parents and pupils in wheelchairs are able to access the school.
All 16 classrooms are accessible for wheelchair users.	Parents and children using wheelchairs are able to access the school and are able to move around the school with limited difficulty.
Two disabled toilets are available, fitted with showers and hoist.	Wheelchair users and pupils requiring intimate care can be facilitated by the school, whilst maintaining dignity.
There is a disabled parking bay at the rear of the school. Wheelchair is available for use by disabled people in school.	Wheelchair users or people with physical impairments are able to access the school.
Eating areas in the hall adapted to meet the needs of disabled pupils.	Pupils with sensory impairment are able to access the hall with adaptations such as screens and placements of tables being considered. Pupils with allergies are able to eat in the hall with their peers with alternative seating arrangements being set up.
Sound Field Systems are available in pupils' main classrooms. A microphone system can be used in the hall during assemblies.	Hearing Impaired pupils are able to access whole class learning.
Signs available around the school in different formats (symbols/different language) .	Clarity for all stake holders when moving around the school.
Links with alternative provisions have been developed to support children with SEMH needs.	Pupils from Exminster School are able to access alternative provisions, such as Forest School, via arrangements made with the 0-25 Team in line with needs identified in EHCPs.



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### Increasing the extent to which disabled pupils can participate in the school curriculum

Adjustment	Impact
Whole Staff Medical Awareness	Staff aware of how to deal with pupils with a range of medical conditions – Epipen/Asthma/Epilepsy/Diabetes.
Staff TEAM Teach/PIPS Training	Key staff aware of how to positively handle pupils demonstrating challenging behaviour. Positive Handling Plans in place to work through de-escalation strategies to minimise the need to use Positive Handling.
Use of a range of symbols (Widgit) and signs (Makaton) with a total communication approach to learning.	Pupils with communication difficulties are supported through the use of signing and symbols in order to communicate meaning.
Social Stories and Comic Strip conversation used to support pupils with learning routines, managing behaviours and transitions.	Pupils are prepared for situations which they may find difficult and desirable behaviour is modelled through the use of social stories. Incidents which have occurred on the playground are discussed through comic strip conversation to try to support the child's understanding of what has occurred.
ICT access for pupils with motor skills difficulties. Chromebooks and Tablets.	Chromebooks are made available for disabled pupils if access to learning can be improved through their use.
Individual Work Stations and adapted seating arrangements.	Disabled pupils may benefit from individual work stations which enable a more private working area. Pupils with sensory issues and behavioural needs can have their own space away from distractions.
Resources for pupils with motor skill and sensory difficulties – wedge cushions, sloping boards, pencil grips, Theraputty, Chewellery, fiddle toys.	Pupils are able to work in a comfortable position which takes consideration of their motor skill difficulties. Pupils are able to access strategies and resources which support their sensory needs.
Additional support at break times and lunchtimes for pupils who become anxious during these unstructured times.	Pupils are able to take part in play times with an adult who can support them and offer them reassurance.
Visual timetables – Whole class and individual	Pupils are prepared for the daily routine and are forewarned of changes using this method, when possible.
Relational Support Plans used to support pupils with learning, managing behaviours and feeling safe in school	Pupils with SEMH and communication difficulties are supported in the building of positive strong relationships with key staff



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	members, enabling them to feel safe in the school environment and learning ready.
A resource pack with resources to support pupils with specific literacy difficulties (Dyslexia) has been provided for every classroom.	Pupils are able to access resources to support them effectively when spelling, reading and writing.
A differentiated curriculum is offered to all pupils	All pupils are able to access learning which is appropriate to their needs. All pupils are able to engage positively with learning and curriculum access is supported effectively.
Curriculum progress is tracked for all pupils, including those with a disability	Class teachers use the assessment and tracking process to effectively plan appropriate learning for all pupils. All pupils are able to engage positively in learning.
Targets are set effectively and are appropriate for pupils with additional needs	Class teachers set appropriate targets for all pupils, ensuring they are realistic but set an appropriate challenge.
The curriculum is reviewed to ensure it meets the needs of all pupils	Curriculum reviews ensure all pupils access high quality learning opportunities, with differentiated access to meet individual needs.



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**Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.**

<b>Adjustment</b>	<b>Impact</b>
Newsletters provided in electronic format.	Parents/pupils can adapt the font size and style to suit their own vision.
Smart Notebook presentations are presented using an appropriate "Dyslexia friendly" layout.	Pupils with specific literacy difficulties have their needs supported using a whole school approach to the presentation of electronic learning resources.
Boxes font is used to support pupils with specific literacy difficulties access spelling activities.	Pupils with specific literacy difficulties have their needs supported through adaptations made to the presentation of their spelling activities.
Specialist dictionaries for pupils with specific literacy difficulties (Dyslexia) are available in all Key Stage 2 classes.	Pupils, in Key Stage 2, with specific literacy difficulties are supported by specialist dictionaries when accessing any writing activity.
Worksheets can be differentiated by colour and content to suit the needs of various pupils.	Pupils with Dyslexia or Irlens Syndrome can have their visual needs supported.
Sans serif font or comic sans used for work sheets for children where a cursive font is not appropriate	Clear worksheets which aid access to lessons and understanding.
Classrooms and corridors have pictorial clues and key words are displayed to aid understanding and navigation.	Various areas of the school have Widgits explaining what they are to try to support navigation.
School web site is simple and easy to use.	School web site is clear and easy to navigate.



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### ACTION PLAN

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

#### Improving the Physical Environment of the School to increase the extent to which disabled pupils can take advantage of education and associated services.

Action	Who?	Resources	By Date	Success Criteria	Monitoring	Progress
Restricted space within classrooms Maintain adequate space in class rooms to ensure access for all.	All staff to be aware of keeping classrooms uncluttered. Where a pupil is in a wheelchair or with physical difficulties is in a classroom an audit of their needs and access needs to take place.	Staff time in classroom organisation.	Ongoing	Pupils with physical difficulties are able to access the school and all areas with it.	Can pupils with physical difficulties move effectively around their classrooms?	
Spaces between tables in the hall at lunchtime Maintain appropriate table arrangements in the hall at lunchtimes.	MTAs and kitchen staff to be aware of leaving space when setting out tables.	MTA time	Ongoing	Pupils with physical difficulties are able to move around the hall.	Is there space to move around the hall during lunchtime?	
Annual monitoring of markings on steps. Maintain re-painting programme of markings on steps and identification of other areas around the school where marking are necessary.	Caretaker, or in house maintenance operative	Paint and time	Annual monitoring during site visits	All steps clearly marked.	Are the steps marked clearly?	



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Audio equipment in the hall to be accessible and working. Maintain audio equipment and Sound Field Systems. Ensure they are in good working order through regular maintenance checks.	All staff involved in assemblies to be aware of wearing microphone or using the large microphone to aid amplification. Ensure staff involved in the assemblies/work in the hall are using the appropriate audio equipment. Annual servicing of the audio equipment in the school hall	Two quotes available showing the cost of servicing the audio equipment	Annually	Sound Field System or amplification device in the hall is working correctly at all times.	Can pupils with hearing impairments hear effectively in the hall?	
All classrooms to be accessible to wheelchair users and those with a visual impairment. Maintain the access to all classrooms to ensure they are always accessible to wheelchair users and those with a visual impairment.	All staff to be aware of keeping access points to classrooms uncluttered.	Staff time in classroom organisation	Ongoing	All classrooms accessible to wheelchair users.	Are wheelchair users able to access all classrooms?	





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Continue to develop secure/safe areas for individual pupils needing a quiet/time out area, where lessons cannot be disturbed.	SAFS team to continue reflecting, and adapting if necessary, the current areas of the school used by individual pupils as a quiet/time out area.	SENCo and support staff time when required	Ongoing	Area available for pupils to calm down in and de-escalate without causing disturbance to other pupils around the school.	Are lessons disturbed by pupils in crisis?	
Maintain the clear corridors with efficient storage areas to limit clutter.	All staff to be aware of keeping corridors and classrooms uncluttered.	Time	Ongoing	Corridors clear of clutter and equipment stored away effectively.	Are corridors cluttered or clear? Is equipment visible?	
Maintain clear signage showing accessibility for wheelchair users needing ramps.	Sites and Buildings committee to audit signage around the school premises, and ensure it gives wheelchair users a clear indication of where ramps are.	Cost of replacing/new signage	Ongoing	Wheelchair users are able to see how to access the school via ramps.	Is there clear signage across the whole school site which shows wheelchair users how to get into the school?	



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**Increasing the extent to which disabled pupils can participate in the school curriculum.**

<b>Action</b>	<b>Who?</b>	<b>Resources</b>	<b>By Date</b>	<b>Success Criteria</b>	<b>Monitoring</b>	<b>Progress</b>
Refresh Team Teach/PIPs training for key staff	SENCo to identify which training option is most suitable for the school. SENCo to liaise with head teacher to identify best option and training date. SENCo to book selected training.	INSET time	Autumn 2021	Staff members will have accessed positive handling training updates	Do staff have up to date knowledge in the techniques, procedures and protocols associated with positive handling?	
Maintain the cycle of training to support LSA's in access to resources which support pupils with a range of needs and disabilities.	SENCo and LSA's to develop a library of resources and guides to support pupils.	Purchase of resources and literature £200 per annum	Ongoing	Library of resources available. Staff know where to go to get resources to support a child.	Do staff know where to get resources to support a child?	



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Maintain the system of whole school awareness of the needs of SEN pupils and strategies for supporting them.	<p>Children to be raised weekly during Special Children time in Shout Out.</p> <p>Children raised by class teachers during focused half termly SEND staff meeting.</p> <p>Children a focus of discussion at the SAFS team meetings.</p> <p>Class teachers update Provision Mapping for all SEN children on a termly basis.</p> <p>LSAs update the Pupil Passports annually, or sooner if required.</p>	Staff meeting time	Ongoing	Staff aware of how to support pupils with SEN. Clear transition between classes.	Are staff aware of how to handle and support the needs of pupils with disabilities?	
Maintain the effective communication of Individual Healthcare Plans.	<p>SENCo, class teachers, LSAs and parents to be involved in the creation of Individual Healthcare Plans. Staff to be aware of pupils requiring IHPs and to know where to find the IHP.</p>	Time of class teachers and SENCo	Ongoing	IHPs in place, signed and agreed by staff and parents. Staff aware of the pupils requiring IHPs and the strategies explained within them.	Do staff know which children have IHPs? Do staff know how to handle a child with a IHP and the strategies set out?	



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Maintain the clear storage and ease of access to resources to support SEN.	SENCo to ensure the clear storage and ease of access of resources, and to ensure staff are aware of what is available.	No cost	Ongoing	SEN resources are available for pupils requiring them and returned once used. Staff have a knowledge of what is available and where they can get it.	Do staff know where to find specific SEN resources?	
Revisit the audit of skills and knowledge of key members of staff with regards SEN and disability.	SENCo to co-ordinate the revisit of an audit of staff skills regarding Disability and ASD. Revised audit to be backed up by clear training.	SENCo time Staff Meeting LSA Meeting	Autumn 2021	Staff know who they can go to get information regarding a particular disability or a strategy to support a disability.	Are staff aware of the skills and knowledge of their colleagues related to the support of pupils with disabilities.	
Maintain the implementation of whole school policy on resources available in classes to aid access to literacy and numeracy.	Core curriculum teams to consider the resources which should be available to support the learning of pupils. To resource their subject	Staff Meeting/team time Resources	Ongoing	Consistent resources available in all classes to support the learning of pupils with disabilities.	Are there common resources available in all classes?	



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Maintain the options available at playtime to reduce stress, so that children can access learning more successfully.	SLT, SAFS team, school staff to monitor what options are offered during unstructured playtimes and develop new opportunities if required.	Staff time	Ongoing	Pupils able to cope with play times without becoming anxious, able to return to classrooms ready to learn.	Are there a variety of options and activities open to pupils during lunchtimes and playtimes?	
Monitor LSA support of 1:1 pupils to work towards the child not becoming reliant on adult support.	SAFS team and SLT to monitor the use of LSA's in the classrooms.	SAFS team and SLT time for monitoring of lessons.	Ongoing	LSA's continue to be used effectively and have a positive impact on the learning of pupils.	Are LSAs being used effectively to support the learning of pupils while encouraging independence.	

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To maintain the ease of accessibility to the web site; consideration of fonts used to enable access for all.	ICT Co-ordinator, web site manager and technician to investigate ways of enabling a variety of text styles on the current site.	Software Staff time	Ongoing	Website can be viewed in a variety of text styles and fonts.	Is the web site accessible for people with visual impairments?	
Maintain the quality of the presentation of letters which are sent home to parents.	All staff to consider the quality of the letters which they send home via the online platform. Business manager and administration staff to ensure the smooth running of the photocopiers to maintain high quality resolution.	Cost of upkeep of the photocopiers.	Ongoing	All letters sent home clearly laid out/ printed.	Are all letters that are sent home clearly laid out/ printed?	
Maintain the ease of access to the weekly school newsletter.	Administrator, head teacher and staff.	Admin staff time to send out electronic newsletter.	Ongoing	Newsletters are visually stimulating and accessible for parents and pupils with disabilities related to reading text.	Is the newsletter accessible to people with disabilities related to text?	