



Weare Academy

C of E First School

All Can Achieve

Accessibility Plan



Weare Academy CofE First School Accessibility Plan

This policy will be reviewed by the Local Partnership Board every three years.

Date Agreed: January 2026

Review Date: January 2029

Contents

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfE in July 2002.

It is Weare Academy C of E First School's aim 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.

Weare Academy buildings are well placed to meet the needs of disabled pupils:

- all classrooms are on the ground floor or have ramp access.
- use of these classrooms can be rotated to meet pupils' needs.
- all public-access rooms, including front and back entrances, toilets and hall are on the ground floor.
- access to the school site can be made without using stairs or steps.
- a disabled toilet was installed in 2003.
- a ramp to the porta-cabin to be used for pre-school was installed in 2015
- a ramp to the pre-school was installed in 2016
- wheel chair lift is serviced and fully functional with staff trained to operate 2018
- wheel chair lift has been replaced and fully functional with staff trained to operate 2022

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability, 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 carry out normal day to day activities".

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Principles

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.

The school recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services.
- not to treat disabled pupils less favourably.
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- to publish an Accessibility Plan.

Duties

In performing their duties Governors and staff will have regard to the DRC Code of Practice (2002). An Accessibility Plan will be drawn up to cover a three- year period and will be updated as necessary.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014, which underpin the development of an inclusive curriculum:

- setting suitable learning challenges.
- responding to pupils' diverse learning needs.
- overcoming potential barriers to learning and assessment for individual and groups of pupils.

Previous outcomes

Changes that have been made following the last review:

- We have continued our adaptations of all useful spaces for children with additional needs in the school. We have transformed an area into the school into a quiet, sensory room for use by children and also as a space for ELSA sessions.
- The school has undergone a transformation of communal and classroom spaces, that

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promote easy access and supports access for all, by de-cluttering areas and removing unnecessary furniture.

- All classrooms have access to sensory tools (ear defenders, sensory ‘fidgets’, adaptive seating (wobble stool, wobble cushion) and quiet reading/ working areas.
- All reception pupils can access and benefit from improved facilities for Reception class outdoor free-flow play area with much more suitable provision for their needs.
- Safe access outside and ramps into the building through key classrooms, including Year 3 and the office.

We have a school site, which is accessible to those with physical disabilities. It is reviewed on an annual basis and if another child joins the school we will look at their specific needs and make changes appropriately, if possible.

Current plan

To improve access to the curriculum

Targets	Actions and Strategies	Timescale	Outcomes
Training is consistently being undertaken by relevant staff.	Audit of pupil needs and staff training to meet those needs Training to continue as needs are identified	Ongoing	Identified needs being met and access to all school activities for all pupils.
To ensure that all classes continue to develop and make use of resources to support pupils with specific learning difficulties to ensure full access to the curriculum through adapted provision and practise, e.g. coloured overlays, word mats, sensory tools, regulation tool kits.	Continue to liaise and work with external professionals and class teachers to develop and review adapted provision.	Ongoing	Teachers can identify the pupils with specific learning difficulties within their class and use appropriate strategies to support them. Ensuring curriculum access for all.
EVC and extended school’s coordinator ensure that all children are included in risk assessments	All out of school activities are planned to ensure, where reasonable and appropriate, the participation of all pupils	Annually	All out of school activities will be conducted in an inclusive environment with

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	Review all out of school provision to ensure compliance with legislation Seek suitable transport options for children for are wheelchair bound		providers that comply with all current and future legislative requirements.
Classrooms are organised to promote the participation and independence of all pupils where possible	Review and implement revised layout of personalised learning spaces. Continue access to curriculum activities and opportunities, adapting where needed.	Annually	Pupils can successfully access all classroom environments.

To improve and maintain the physical environment

Targets	Actions and Strategies	Timescale	Outcomes
Improve the school playground and playground resources to ensure access for all. This includes those with sensory needs who benefit from quiet areas or visual needs.	Continued improvement of Sensory Room, Development of quieter playground area. Introduction of resources to support regulation during playtimes.	Ongoing	For all children, regardless of their disabilities, to be able to enjoy playtimes that are fulfilling and accessible for all

To improve access of information to pupils

Targets	Actions and Strategies	Timescale	Outcomes
Ensure that all information used in teaching is presented in an appropriate format.	Further staff training (in house) to enable staff to use technology effectively. Modify sheets- enlarge print/ use of symbols (Widgit)/ use of 'buff' paper.	Annually	Learning accessible to all



Linked Policies

This Plan will contribute to the review and revision of related school policies and documents:

- Academy Improvement Plan
- Equality Policy and Objectives
- Behaviour Management Policy
- Health and Safety Policy
- SEND policy
- Curriculum Policy
- Vision and Values Statement

The Accessibility Plan is ambitious therefore it may not be feasible to undertake all the works during the life of this Accessibility Plan and some items may roll onto subsequent plans. The Accessibility Plan will be monitored through the relevant Local Governing Body Committees. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

