

Accessibility Plan



School Name:	Somerton Primary School
Plan Date:	November 2023
Review Date:	November 2024
Approved by:	Governing Body on 23rd November 2023

Introduction/Aim of the Plan

This Accessibility Plan is drawn up in compliance with current legislation¹ and requirements. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. This Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website².

Equality Act 2010 Statement

It's against the law for a school or other education provider to treat disabled students unfavourably. This includes:

- direct discrimination, for example refusing admission to a student because of disability
- indirect discrimination, for example only providing application forms in one format that may not be accessible

¹ 2010 Equality Act – Schedule 10, Section 88

² [The Children's Commissioner for Wales](#) states School accessibility plans should also be made available online.

- discrimination arising from a disability, for example a disabled pupil is prevented from going outside at break time because it takes too long to get there
- harassment, for example a teacher shouts at a disabled student for not paying attention when the student's disability stops them from easily concentrating
- victimisation, for example suspending a disabled student because they've complained about harassment

Reasonable adjustments

Schools have a duty to make 'reasonable adjustments' to make sure disabled students are not discriminated against. These changes could include providing extra support and aids (like specialist teachers or equipment). Schools are not subject to the reasonable adjustment duty to make alterations to physical features as this is a Local Authority responsibility. The buildings must be made accessible for disabled pupils as part of their overall planning duties.

Definition of a disability

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Current Arrangements.

CURRENT BUILDING AND INTERNAL ACCESS ARRANGEMENTS ARE:-

- Access to the main reception and foundation phase classrooms is via the main entrance or ramp.
- Access to the key stage 2 classrooms is also accessed via stairs.
- Access to Nursery is flat, via a path.
- Alternative access point for the key stage 2 classrooms is not possible.
- Corridors are wide enough for wheelchair use.
- Signage is in place to evacuate the building which can be followed in the event of an emergency. Personal evacuation plans are in place where needed.
- Traffic management is according to school policy with risk assessments and arrangements put in place where alternative provision for access is required (for example, pupils with blue badges).

CURRENT CURRICULAR AND EXTRA CURRICULAR PROVISION ARRANGEMENTS:-

- The school employs when required, additional Teaching Assistants for children with disabilities or additional learning needs.
- The curriculum is accessed by all pupils currently and support or tasks are adapted in order to maximise that access according to the individual need.
- No child is prevented from access to extra-curricular clubs due to any disability or learning need.
- When planning trips and visits staff make appropriate arrangements to include all pupils, no pupil is disadvantaged and unable to access any trip or visit. However, a risk assessment and arrangements will determine how this will be achieved.

GENERAL PROVISION ARRANGEMENTS HERE:-

- The school endeavours to ensure that all pupils, including those with disabilities, are able to take part in all school activities.
- In addition to those described above, children with disabilities are always included in activities such as school assembly and PE when individual support is provided.
- Although EAL is not a disability, when parents require translation support for meetings etc. efforts are made to access this through friends and family or other means where GEMS are unable to support.

CURRENT COMMUNICATION ARRANGEMENTS:

- The school provides the school newsletter and other information electronically, or through Seesaw/ the school website.
- Specific pupil medical needs are shared with relevant staff.
- School liaise with parents/ guardians, support workers and previous school staff prior to joining school and before transition to next year group.
- When required we can provide larger print communications.

TRAINING STAFF HAVE HAD IN RELATION TO IMPROVING ACCESSIBILITY:-

- Most staff are Team Teach trained
- A number of staff have received asthma training
- Speech and language training (Signing, COMIT, Speech link, ELKLAN – Communication Friendly principles))
- One staff member is ELSA trained
- 4 staff are First Aid at Work trained
- ASD Friendly school accreditation
- Epipen training
- Epilepsy training
- Diabetes training

Future Development

Strategy/Target	Category	Timescale	Action	Who actions this?	Co-ordinator
Year 1					
Add yellow strips to outside steps and walkway	Grounds improvement/ Building Access	By the end of spring 2023	Liaise with Norse	Head teacher	Head teacher
Year 2					
Maintain ramps	Grounds Improvement/ Building Access	Visual checks	Liaise with Norse	School	Head teacher
Update staff training for individual pupils' needs	Training/ update	Ongoing	Ensure healthcare plans in place	ALNCO/HT	ALNCO
Year 3					
Update staff training for individual pupils' needs	Training/ update	Ongoing	Ensure healthcare plans in place	ALNCO/HT	ALNCO

Plan of the school site

Somerton Primary School

School Map

