



WELLSPRINGS PRIMARY SCHOOL

Accessibility Plan 2023-2026



Date: October 2023

Review: October 2026

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Aims

This plan outlines how Wellsprings Primary School and Nursery aim to increase the access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if

special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of disability

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment, which has a substantial adverse long-term effect on the individual's ability to carry out normal day-to-day activities.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

We have included a range of stakeholders in the development of this accessibility plan. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

At Wellsprings, we recognise each child as an individual. We are committed to providing an accessible, inclusive environment, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, social, spiritual, emotional, sensory and cultural needs. We will make reasonable adjustments for any pupil with a disability so that they can participate in learning alongside their peers. We recognise that ensuring fair access to the physical school site and resources is a vital part of our inclusive ethos.

The school supports any available partnerships to develop and implement the plan. We are supported by the Local Authority to provide services through the Somerset SEND Local Offer <https://beta.somerset.gov.uk/education-and-families/the-local-offer/>

Links with other policies

This Accessibility plan is linked to the following policies and documents: #

- Risk assessment policy
- Health and safety policy
- SEND Information report
- Supporting pupils with medical needs policy

Aim	Objectives	Actions to be taken	Person (s) responsible	Date to be completed	Outcomes
<p>Aim 1</p> <p>To increase the extent to which pupils with SEND can participate in and access the curriculum.</p>	<p>To increase the confidence and skills of all staff in identifying and supporting pupils with additional learning needs.</p>	<p>All teaching staff to access CPD on Somerset Graduated Response Tool and identifying barriers and strategies.</p>	<p>Class teachers and teaching assistants SENDCo SLT</p>	<p>Ongoing through CPD and training opportunities.</p>	<p>Staff are confident to identify and support children with additional learning needs and use the Somerset Graduated Response Tool.</p>
	<p>SMART targets to be used in all Individual Learning Plans (ILPs)</p>	<p>All ILPs written using SMART targets by class teachers, with support from SENDCo from September 2023. CPD sessions for all staff</p>	<p>Teaching staff (checked by SENDCo)</p>	<p>Autumn 2023 Reviewed termly</p>	<p>All ILPs will feature SMART targets that are effective as evidenced by ongoing APDR process.</p>
	<p>Ensure that curriculum adaptive practices are supporting learners with SEND to access the same broad curriculum as their peers.</p>	<p>Quality First Teaching (QFT) to reflect use of adaptations to meet the needs of all children and planned for. Class teachers to ensure resources are tailored to the needs of the learners.</p>	<p>Class Teachers</p>	<p>Autumn 2023 Reviewed termly ongoing</p>	<p>Curriculum planning to show adaptations including use of supportive resources e.g. use of manipulatives in maths</p>
	<p>To ensure all external visits and residentials are thoroughly planned to enable all pupils to fully participate regardless of need.</p>	<p>Preliminary visit made, EEC risk assessments completed for the whole class and for individuals with specific needs, site risk assessment obtained where appropriate, transport risk assessed and support from LA if needed. Parents of any child with SEND to be an integral part of the planning process.</p>	<p>Class teachers SLT</p>	<p>Suggested four weeks before trip to allow time to complete assessments.</p>	<p>All pupils can access learning during an external visit.</p>
	<p>After school clubs are planned to ensure reasonable adjustments are made to enable participation of all children.</p>	<p>All children encouraged to take up an after school club when provided.</p>	<p>All staff</p>	<p>On going review termly.</p>	<p>All pupils can access after school clubs.</p>

Aim	Objectives	Actions to be taken	Person (s) responsible	Date to be completed	Outcomes
<p>Aim 2. Improve the physical environment of the school</p>	<p>To ensure reasonable adjustments are made for pupils with a disability, medical condition or other access needs to evacuate the site safely.</p>	<p>Personal Emergency Evacuation Plans (PEEP) Identify training needs and implement where necessary. Personalised risk assessments if appropriate.</p>	<p>SLT</p>	<p>Autumn 2023 Plans reviewed every July and more frequently, where circumstances change.</p>	<p>Safe evacuation properly planned in an emergency and shared with all staff</p>
	<p>To ensure reasonable adjustments are made for pupils with a disability, medical condition or other access needs to manage personal/intimate care.</p>	<p>Work in partnership with external agencies (Community nurse, OT) Identify yearly training needs and implement where needed. Individual personal toilet management plan written.</p>	<p>SLT</p>	<p>Termly/ongoing</p>	<p>Staff trained in intimate care. Toilet management care plan written in collaboration with class teacher, TA and parents/careers.</p>
	<p>Ensure that housekeeping is well maintained- access around the corridors and in classes/assembly points is kept clear.</p>			<p>Ongoing</p>	
	<p>Monitor that classroom environment are organised to allow participation and independence.</p>	<p>Teachers are to ensure tables/ chairs and classroom furniture is organised to promote participation and independence for disabled pupils.</p>	<p>SLT</p>	<p>Autumn 2023 Termly Learn and Review Weeks.</p>	<p>Learning environments are accessible and promote independence in learning.</p>

Aim	Objectives	Actions to be taken	Person (s) responsible	Date to be completed	Outcomes
Aim 3: To improve the extent to which information can be accessed	Review format of information shared with community, including parents and carers	Provide information and letters in clear print. English communication into different languages where appropriate/requested. School office will support and help parents to access information and complete school forms.	SLT Inclusion Lead All staff	Termly/ongoing	All community (parents/carers) receive information in a form that they can access.
	Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and adjustments to make information accessible Dyslexia Friendly paper in use for photocopying.	All staff	Termly/ongoing	Staff produce their own resources to support children
	Languages other than English to be visible in school.	Some signs to be multi-lingual both in the classroom and in the wider school site.	Class teaches Inclusion Lead	January 2024 Termly review	Increased confidence of parents to access their child's education
	To improve signage around the school site	Health and Safety signage audit Renew and update signage to ensure compliance	SLT		Clear signage directing pupils, staff and visitors to key information and health and safety notices