



Accessibility Plan

Southmead Primary School and Pre-School

This policy considers Devon's OAIP (Ordinary Available Inclusive Provision) throughout:
<https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/>.

Approved by: Full Governing Body

Date: 14.7.26

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Next review due by: July 2029

Version 3

Version History

No.	Description of changes made	Date revised
3	Inclusion of Action Plan	14.7.26
2	Three yearly review (no changes)	30.1.2024
1	Current policy adopted at FGB	2.2.2021

Specific OAIP Areas Relevant to Policy:

- Leadership and Culture: <https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/oaief/leadership-and-culture/>
- Relational Practice: <https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/oaief/relationships-and-relational-learning/>
- Teaching and Learning: <https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/oaief/teaching-and-learning/>
- Learning Environment: <https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/oaief/learning-environment/>
- Staff Knowledge, Skills, Training and Use of Expertise: <https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/oaief/staff-knowledge-skills/>
- Transitions: <https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/oaief/transitions/>
- Working in Partnership with Parent Carers: <https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/oaief/working-with-parent-carers/>
- Working in Partnership with Children and Young People: <https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/oaief/working-with-cyp/>

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Statement of intent

Southmead School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

We believe that a greater level of wellbeing from pupils and colleagues can be achieved by realising and celebrating the uniqueness of individuals. School is committed to creating a prejudice-free environment where individuals feel confident and at ease. This environment will be achieved by:

- Communicating non-violently.
- Always treating all members of the school community fairly.
- Developing an understanding of diversity and the benefits it can have.
- Adopting an inclusive attitude.
- Adopting an inclusive curriculum that is accessible to all.
- Encouraging compassion and open-mindedness.
- Equipping our community to understand why prejudice and discrimination happen and the impacts they have on people.
- Using democracy within the school as a platform to discuss and resolve real life incidents of discrimination.

We are committed to having a balanced and fair curriculum. We believe that our pupils should be exposed to ideas and concepts that may challenge their understanding, to help pupils learn about and become more accepting and inclusive of others. Challenging and controversial concepts will be delivered in a way that prevents discrimination and promotes inclusive attitudes. We will also respect the right of parents to withdraw their children from certain classes which pose conflicts to their own beliefs.

This policy must be adhered to by all staff members, pupils, parents and visitors.

1. Legal framework

1.1. This policy has due regard to legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

1.3. This policy will be used in conjunction with the following school policies and procedures:

- Equality Objectives
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Positive Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Health and Safety Policy
- School Development Plan
- Data Protection Policy
- Mental Health and Wellbeing Policy

2. Definition

- 2.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.
- 2.2. The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

3. Roles and responsibilities

- 3.1. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- 3.2. The Headteacher and SENDCo, in conjunction with the governing body, will create an Accessibility Plan with the intention of improving the school's accessibility.
- 3.3. The governing body will be responsible for monitoring the Accessibility Plan.
- 3.4. The full governing body will approve the Accessibility Plan before it is implemented.
- 3.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.
- 3.6. The Headteacher and SENDCo will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.
- 3.7. During a new pupil's induction, the Headteacher and SENDCo will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
- 3.8. The Headteacher and SENDCo are responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- 3.9. The Headteacher, governing body and SLT will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.
- 3.10. The SENDCO will work closely with the Headteacher and governing body to ensure that pupils with SEND are appropriately supported.

- 3.11. All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Staff will receive this in a dedicated staff meeting. Governors will do the same. The link for the training is: <https://www.educare.co.uk/courses/equality-and-diversity>
- 3.12. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

4. Accessibility Plan

- 4.1. The Accessibility Plan will be structured to complement and support the school's Special Educational Needs and Disabilities (SEND) Policy.
- 4.2. The Accessibility Plan will be presented as a freestanding document.
- 4.3. The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.
- 4.4. The plan has the following key aims:
- To increase the extent to which pupils with disabilities can participate in the curriculum.
 - To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer.
 - To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.
- 4.5. The intention is to provide a projected plan for a three-year period ahead of the next review date.
- 4.6. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.
- 4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
- 4.8. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.
- 4.9. Both the Accessibility Policy and Accessibility Plan will be published on the school website.
- 4.10. The school will collaborate with the LA in order to effectively develop and implement the plan when required.
- 4.11. An access audit will be undertaken by the governing body and SENDCo every year.
- 4.12. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.
- 4.13. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.

5. Equal opportunities

- 5.1. The school strives to ensure that all existing and potential pupils are given the same opportunities.
- 5.2. The school is committed to developing a culture of inclusion, support and awareness.
- 5.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
- 5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- 5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.
- 5.6. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

6. Admissions

- 6.1. The school will act in accordance with the Admissions Policy.
- 6.2. The school will apply the same entry criteria to all pupils and potential pupils.
- 6.3. The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- 6.4. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

- 6.5. Information will be obtained on future pupils in order to facilitate advanced planning.
- 6.6. Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

7. Curriculum

- 7.1. The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 7.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- 7.3. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.
- 7.4. The class and subject teachers and the SENDCo will work together to adapt a pupil's My Plan, with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- 7.5. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- 7.6. Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.
- 7.7. The class teachers, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.
- 7.8. There are established procedures for the identification and support of pupils with SEND in place at the school.
- 7.9. Specific pupil information on pupils with SEND are given to relevant staff in order to aid teaching.
- 7.10. Specialist resources are available for pupils with visual impairments, such as large print reading books.
- 7.11. Teaching assistants are deployed to implement specific literacy, numeracy and speech programmes.

8. Physical environment

- 8.1. The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.
- 8.2. There are no parts of the school to which pupils with disabilities have limited or no access to, with the exception of the Bungalow which is not accessible to some wheelchairs. It is possible to use other parts of the school as an accessible alternative.
- 8.3. The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord. The year 3 toilets do not yet have this facility, but pupils have access to appropriately equipped toilets.
- 8.4. There are provisions for nappy changing.
- 8.5. Where entrances to the school are not flat, a ramp is supplied for access.
- 8.6. Wide doors are fitted throughout the school to allow for wheelchair access.
- 8.7. The corridor flooring and lighting is designed to support those who are visually impaired.

9. Monitoring and review

- 9.1. This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published.
- 9.2. The governing body and principal will review the policy in collaboration with the SENDCo.
- 9.3. Equality impact assessments will be undertaken as and when school policies are reviewed.

10. Monitoring and review

Specific Target	Actions	Resp.	Timescale	Monitoring Arrangements
Physical Environment				
All pupils, including wheelchair users, can independently access and navigate the Cabin by July 2026.	Install ramp and change fire door to accessible door.	NP / ABr	By July 2026	Monthly site visits; half - termly review with SENDCo and governors.
Access to the Curriculum				
Ensure all areas of the curriculum, including resources, are accessible for all.	Audit current curriculum materials and resources for accessibility.	SLT	By July 2026	Action plan actions completed by July 2026.
Improving Delivery of Information				
Ensure information is available in formats accessible to pupils, parents, and staff with disabilities.	- Offer school letters and key documents in alternative formats (large print, audio, easy read, different languages). - Ensure translation services are available for parents with English as an additional language.	NP / KM	Ongoing	Check in with EAL families to ensure they have the formats they need.



12.Equality Impact and Needs Assessment Form

A) Description

1. Who does the policy relate to? What is their involvement with the policy?

The policy relates to all pupils. The policy is there to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life.

2. Are there any concerns at this stage which indicate the possibility of inequalities / negative impacts? For example: complaints, comments, research, outcomes of a scrutiny review. Please describe:

None. The policy is there for all pupils with disabilities or accessibility needs.

3. Is the policy consistent with the School's equality policies? If yes, the EIA is complete.

Yes