



CHEDDAR FIRST SCHOOL

Accessibility Plan 2024.25

Schools are required under the Equality Act 2010 to have an accessibility plan.

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 he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her 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.

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided ·

Improve the availability of accessible information to disabled pupils

Our school aims to treat all of its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Cheddar First School is a fully inclusive setting, which aims to provide a positive learning environment for all of our pupils.

Communication of Accessibility Plan:

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff, outside agencies and governors of the school.

Our Aim:

It is Cheddar 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.

	Targets	Strategies	Outcomes	Time frame	Goals Achieved
Training and liaison between agencies	Continue with appropriate programmes of training for teachers and teaching assistants working with children with disabilities	Liaise with multi-professional agencies to ensure appropriate training through courses and 1:1 advice/visits	Teachers and teaching assistants receive current training on appropriate strategies to ensure full access to the curriculum for all pupils Programmes and resources being used effectively to ensure full access to the curriculum and aid progress,	On-going as children move through the school and children with different needs are admitted	Staff confident in using appropriate strategies to meet pupils' needs and ensure access to the curriculum
	To continue to implement and integrate the use of Integrated Therapy Service advice to support curriculum access for pupils with disabilities.	Liaise and work with Speech and Language therapists, Occupational Therapists and Physiotherapists to develop integrated activities as part of the planned curriculum.	Teachers and Teaching assistants using and fully immersing activities and resources into planned curriculum, providing effective support for pupils with physical or communication needs to access the curriculum.	On-going as children move through the school and children with different needs are admitted	Staff confident to implement and plan for activities and are able to provide evidence of impact of strategies.

	Liaison with outside agencies to ensure maintenance and development of specialist equipment required to support children with physical disabilities as appropriate	Liaise with outside agencies to ensure the school has the correct and specific equipment required by children with specific disabilities e.g standing frames, hoists, ICT equipment such as eye gaze etc. Keep up to date with Health and Safety requirements and training with regard to specialist equipment	Equipment regularly reviewed to ensure child's needs are being fully met and safely supported	For duration of plan	Specialist equipment required available in school and staff confident and competent in using it according to safe systems of work
School responsibilities	To ensure that all classes continue to develop and make use of resources to support pupils with specific learning disabilities to ensure full access to the curriculum through adapted provision and practise e.g. coloured overlays, zones of regulation tools kits, word mats, talking tins	Continue to liaise with staff through staff meetings and INSET to raise awareness of current resources that will help to support pupils and aid their learning.	Teachers can identify the pupils with specific learning difficulties within their class and are using appropriate strategies to support them.	On-going as children move through the school and children with different needs are admitted	Staff confident in identifying appropriate strategies Pupils access the curriculum and their attainment is in line or above targets set

	Ensure children remain aware of disability issues and are accepting of difference through lessons	Whole School Assemblies with focus on SEND PHSE – Jigsaw lessons – on discrimination, stereotypes and rights.	Children continue to show positive attitudes to those with disabilities and SEN.	On-going as children move through the school and children with different needs are admitted	Children display positive attitudes to pupils with disabilities and include all learners
	To provide activities and support for those who need gross and fine motor skills.	Discussion on needs of pupils during Pupil progress meetings every other term Close liaison and clear communication between Head Teacher, Class Teacher, Sports Coach and outside agencies such as Occupational therapy. Staff training in gross and fine motor skills Trained TA to support. Interventions.	Children with fine and/or gross motor skills impact on their ability to access the curriculum accessing support and	On-going in response to children's needs.	Improved fine and gross motor skills for any identified individual or group. Pupils able to access curriculum and in particular recording activities with increased confidence. Progress is in-line with or above targets set.
	Ensure the school website supports accessibility requirements	Ensure text on website can be enlarged SEND area to website to be monitored and updated	key documents available on website in a format where text type can be enlarged	For the duration of the plan	Communication accessible to all

	Develop the use of Widgets, PCS symbols and project core symbols and pictures to support communication throughout the school	Use of visual timetables Use of augmentative and alternative communication (AAC) systems (i.e. a communication method other than speech for pupils in school. TA and Teacher support for knowledge and use of these systems Liaise with SALT	all pupils able to access information irrespective of attainment or impairment	For the duration of the plan	Communication accessible to all
	Ensure that all information used in teaching is presented in an appropriate format	Modify homework sheets- enlarge print/use of symbols/ ICT and use or purple mash and TT rockstars	Pupils access and complete homework	For the duration of the plan	Home learning accessible to all
	To continue to develop play spaces and play time resources to ensure access for all	Nurture room and Nurture Zone and Work Zone Use appropriate resources for pupils with physical disabilities to encourage interaction with peers rather than supporting adults Liaise with sport coaches Liaise with OT and SALT	Pupils with sensory impairment have an area they feel comfortable in pupils with physical disabilities engaging with peers rather than supporting adults	For the duration of the plan	Play times more fulfilling and appropriate for all pupils