



**Accessibility Plan
For
Axminster Community Primary
Academy**

Statement of intent

This plan should be read in conjunction with the Schools Improvement Plan and outlines the proposals of the board of directors of the First Federation Trust to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy. The above aims will also apply to parents and carers with disabilities to help ensure they have the same opportunities to take part in school activities as parents and carers without disabilities.

The board of directors also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The Link Director, Head of School and other relevant members of staff
- Directors
- External partners

This plan will be reviewed as needed to take into account the changing needs of the schools and its pupils, where the school has undergone a refurbishment and at least every three years.

Planning duty 1: Curriculum

School background

Axminster currently has 21% SEND, 39% Pupil Premium and 13% EAL.

An audit of the curriculum is carried out at least annually and the learning environment is monitored half-termly by class teachers, HOS and SENCO with ordinarily available provision and the impact of pupils as a focus.

Improvements already made to enhance access to the curriculum

Training is planned in to support the needs of individual pupils as well as broader contextually relevant areas of need for pupils in our school. Positive handling training for all adults in the school. Targeted training for specific staff members.

Curriculum policies and planning reviewed ensuring SEND provision. Purchase of multi-sensory, motor-skill equipment, coloured filters, white boards and dyslexia-friendly reading books have been made to support needs where required.

There is a comprehensive breakdown of SEND need for classes, year groups and units to support the provision and intervention required, as well as individualised plans for pupils. Visits and consultations from Complex Needs, SEMH, Communication and Interaction, Educational Psychologist and Speech and Language teams for individual pupils to support teaching and learning.

Next steps to further enhance access to the curriculum					
Issue	Action	Responsibility	Target deadline	Outcome	Review
Staff obligation to provide an inclusive curriculum	Audit and support of curriculum planning and delivery	HOS SENDCo	Termly review and audit	All staff are aware of the accessibility issues and gaps in the curriculum and adjust accordingly	Termly
Ensure new children entering the setting are well understood and any needs are catered for.	To liaise with pre-school providers to prepare for the new intake of children into Foundation each year. To liaise with educational establishments to prepare for the intake of new children who transfer within year To identify pupils who may need adapted or additional provision	HT, SENCo & EYFS Leader and teachers	May to July annually	Provision set in place ready for when the child/ren start school	Ongoing

Ensure pupils have a good level of speech, language and communication for their developmental stage	Speech and Language Link screening in EYFS and Year 3 More often if appropriate	Class teachers SENDCo	Autumn term	Pupils with any gaps are identified and appropriate intervention put in place.	Possible referrals to Speech and Language Advisors Annual testing and ongoing review for identified pupils
Provision for pupils who are dyslexic	Testing children for dyslexia Ensuring strategies and resources are in place for dyslexia friendly classrooms. Additional dyslexia friendly books have been purchased.	SENDCo and class teacher	Ongoing as pupils identified	Children to be supported with different strategies for dyslexia. The classroom to promote a dyslexia friendly environment.	Termly with SEND register updates
Ensure rapid response to pupils' needs	Continued liaising with advisory teachers / specialists Arrange visits when necessary	SENDCo and class teacher	In place and on-going	Greater awareness of pupils' needs, adjustments made to learning resources and the curriculum.	Half termly

<p>To have a full awareness of the factors and risks, as well as clear routines for pupils with allergies as well as routines for adults and other pupils</p>	<p>Epi pen, anaphylaxis and other training as children's needs require</p> <p>Information shared during staff induction</p> <p>Staff to know where medical resources are accessed</p>	<p>HOTL SENDCo Class Teachers</p>	<p>In place and ongoing</p>	<p>To be able to administer medication for anaphylaxis and diabetes Follow Health care plans</p>	<p>Ongoing – meetings with parents</p>
<p>Hearing impaired pupils/ pupils with limited language development to be able to communicate successfully</p>	<p>Staff have had Makaton signing training and use this for relevant pupils</p> <p>Hearing equipment is used to support individuals.</p>	<p>TA Class teacher SENDCo</p>	<p>Ongoing</p>	<p>Pupils to be able to successfully access the curriculum and daily routines</p>	<p>Ongoing</p>

Planning duty 2: Physical Environment

School background

There is full access to all main entrances to the school and security box codes are at a reachable level for children, parents, staff and disabled pupils. There is a ramp for wheelchair access into the main hallway of the school and ramps allow access to the rest of the lower floor. There is a lift to enable access to the Lower KS2 and Upper KS2 floors. The access to the back playground is restricted due to steps. To access this, the person would need to exit the front of school and enter via the slope to the left hand side of nursery. All pupils, parents and visitors have access to all classrooms. There is a staff car park with level access and any pupils or parents with disabilities can use this car park. All pavements and kerbs allow for disabled access. People using the school site who have a disability are able to park closer to the school entrance with a disabled parking permit on the double yellow lines, or in some agreed situations, the staff car park. In case of an emergency, procedures are put in place to ensure that all children and staff with disabilities, can evacuate the building safely and promptly. There are disabled toilets and washing facility in both floors of the new extension, which are easily accessible from all areas of the school at any time. Allergies are managed with annual audit and risk assessments are made in conjunction with parents for children with allergies. The school kitchen follow strict guidelines with food allergy information and training to ensure no contamination of food for identified pupils with allergies.

Improvements already made to enhance access to the physical environment

When the new extension was opened in 2024, the new lift has significantly improved access for people with limited mobility to the upper floors. Some pupils present with flight risk and the new fencing has secured the site, reducing the risk of pupils absconding to promote safety and prevent risk of dangerous situations occurring. Security lighting has been installed making it easier for staff to lock the site when it is dark.

Next steps to further enhance access to the physical environment					
Issue	Action	Responsibility	Target deadline	Outcome	Review
Deep cleaning of classrooms and main halls and spaces during holidays to eliminate allergens for high risk pupils	Deep cleaning	Senior Administrator Caretaker	School Holidays	To reduce risk of contact with allergens	Ongoing
Individual pupils require spaces to meet sensory or regulation needs	Spaces in the school to be created to provide an individual space for children with specific needs	HOS Teaching Assistants SENDCo	Start of the academic year	To create best environment to match individual need	Ongoing
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	<p>Create personalised risk assessments and access plans for individual pupils.</p> <p>Liaise with external agencies, identifying training needs and implementing training where needed.</p> <p>Ensure that actions, including emergency evacuation procedures, are clear and that staff are training in them and</p>	SENDCo and all teaching staff.	Ongoing	<p>Children are able to navigate the site and are able to participate in learning.</p> <p>Medical records file to be kept up to date</p> <p>To ensure that all reasonable adjustments are made for pupils</p>	Reviewed and checked termly.

	capable of carrying them out.			with disability, medical condition or other access needs	
To ensure driveway, roads, paths around the school are as safe as possible.	<p>Communication with parents via safety messages/letters/walk to school week</p> <p>Regular premises inspections, including entrances/outside areas/play areas</p> <p>All staff to be vigilant and report any issues immediately.</p>	Head of School Cleaners Caretaker	Ongoing	Children and staff will be able to safely walk around the school grounds	Ongoing

Planning duty 3: Information

School background					
SEND information on school website. Links to external support agencies and advise available on website.					
Improvements already made to enhance access to information					
School SENDCo advise of ways to access information and information about outside agencies for support. Early Help and TAF meetings include multi-agencies where appropriate. Parents requesting information to be shared in paper copies/ presented to meet needs can be requested via the school office.					
Next steps to further enhance access to information					
Issue	Action	Responsibility	Target deadline	Outcome	Review
Parents not aware of the services offered by support agencies or how to access these resources	Early Help information to be added to school website and information letter to be sent out separately and reminders on social media	HOS Family Support Advisor	Regularly updated and shared	To ensure parents/carers are aware of ways to access and services offered by the relevant agencies	Ongoing
The staff need to be aware of identifying and providing for pupils/parents who need information in an alternative format	Whole school awareness in staff meetings to ensure all staff	HOS SENDCo Class Teachers	Ongoing	To ensure consistent approaches are used for children	Ongoing

<p>e.g. large print, visual aids, specific language</p>	<p>are aware of individual pupil needs as appropriate Outside agencies such as C&I, and SPL to advise PLPs to reflect individual needs School office to send information to parents in requests formats where appropriate</p>	<p>Family Support Advisor</p>		<p>and parents to fully access learning and other areas of school life.</p>	
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