



# Accessibility Policy



<b>Date Reviewed:</b>	<b>March 2024</b>
<b>Review Frequency:</b>	<b>3 years</b>
<b>Date of next review:</b>	<b>March 2027</b>
<b>Governor Signature:</b>	

## **Our Ethos:**

‘Everyone in our school community has a right to learn and grow, be treated with respect and feel safe. Each has a responsibility too to conduct themselves in a way that helps promote these rights helping us to ensure that we continue to develop a culture and ethos in which every person feels valued and knows how to value the contribution of others.’

## ACCESSIBILITY PLAN

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from January 2024– January 2027.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. South Somerset Partnership School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
  - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
  - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
  - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached is the Action Plan, relating to these key aspects of accessibility. New Plans will be drawn up every four years.
6. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
  - Curriculum
  - Single Equality Policy
  - Staff Development
  - Health & Safety (including off-site safety)

- Special Needs
- Behaviour Management
- School Improvement Plan
- Asset Management Plan
- School Brochure and Ethos
- Teaching and Learning

8. The Action Plan for physical accessibility relates to the Access Audit of the Schools, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
9. The School's Complaints Procedure covers the Accessibility Plan.
10. The Plan will be monitored through the Management Committee
11. The Plan will be monitored by Ofsted as part of their inspection cycle

**South Somerset Partnership School Accessibility Plan**

**Improving the Curriculum Access at South Somerset Partnership School**

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum  Year of the Curriculum training as whole school inset  New curriculum updates to be reviewed	Ongoing- if a disabled child is placed- training to take place.	Increase in access to the National Curriculum
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available.	Aut 14	
All learning outside the classroom activities are planned to ensure the participation of the whole range of pupils	Review all learning outside the classroom provision to ensure compliance with legislation  PRUs & 14-19 Partners	All learning outside the classroom including alternative provision will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Summer 2014	Increase in access to all school activities for all disabled pupils

Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons can take place accommodating the needs of individual pupils  Extra classroom in place for Horizon  Planned move for LEC Aut 15	Sept 13 ongoing- see above	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	PSHE ongoing- review as part of RSHE review	Society will benefit by a more inclusive school and social environment

**Improving the Delivery of Written Information at South Somerset Partnership School**

TARGET	STRATEGY	OUTCOME	TIME FRAME	ACHIEVEMENT
Make available school brochures, school newsletters and other information for parents on school website	Website set up on SLP	All school information available for all	2013-14	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for any pupils with visual impairment	Get advice from HVSS on alternative formats and use of IT software to produce customized materials.	All school information available for all	Sept 12 ongoing	Delivery of school information to pupils & parents with visual difficulties improved.

		Evidence from VI teacher		
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	Sept 13 ongoing	School is more effective in meeting the needs of pupils.
Dyslexia friendly environment	Review practice in all settings	Achieve Dyslexia Friendly School Status	2015-16	Displays & information accessible to all
SLCN friendly environment	Review practice in all settings		2019-2021	Information accessible to all
Exams Accessible to all students	Ensure staff trained in Access Arrangements  Appoint a school exams officer	All KS4 staff aware of testing & arrangements	2015-16	Pupils receive exam access entitlements
<b><u>Improving Physical Environment for South Somerset Partnership School</u></b>				
Relocate LEC Centre	Work with SCC to provide suitable building and location	Improved facilities for pupils with health needs	2015-16	Adequate provision for needs
Increased facilities for Horizon	Acquire and upgrade an extra Elliot classroom	Adequate facilities	2102-13	Adequate provision for needs
Steps Centre – install shower  Replace ramp & handrails	Get suitable quotes for work	Improved facilities for YP	2012-13	Improved outcomes
Yeovil Centre	Consider relocating or upgrading:  Replace Heating	Improved facilities	Sept 12 ongoing	Improved facilities for vulnerable pupils

	<p>Replace windows</p> <p>Improve decoration</p>			
Key Stage 2	Provide teaching space for KS2	Excluded KS2 pupils taught outside of the home	2012-13	KS2 Accommodation

2019-20, change in use of buildings has resulted in improved physical access for all pupils.