



Uffculme Academy Trust

Accessibility Policy and Plans

January 2023 – December 2025

Approved by the Risk & Resources Committee on:
30 November 2022

Next review date: November 2025

Please be aware that this document has been checked for accessibility and that there are tables within it that screen readers might read in an unexpected order. You can use the tab key or the 'read next paragraph button' to navigate through table cells one at a time to improve this.

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Introduction

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 1995.

The Department for Education (DfE) has published advice on the Equality Act for schools, which explains that schools must have an accessibility plan aimed at:

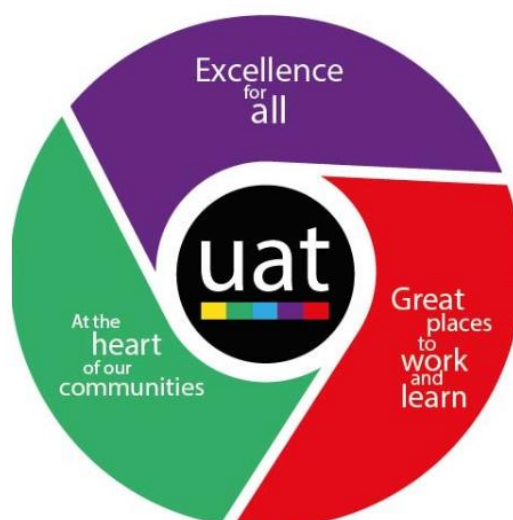
- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

Uffculme Academy Trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Vision and Values

Uffculme Academy Trust has high ambitions for all its students, including those with a disability and protected characteristics. Uffculme Academy Trust aims to ensure that everyone has the opportunity to participate in every aspect of school life. The Trust strives to ensure equal opportunities amongst all staff and students and is driven by our shared commitment to intentional inclusion. Inclusion, equity and diversity are fundamental to our school communities and we celebrate difference and challenge prejudice.

The Trust prides itself on its guiding principles of:



In terms of access, Uffculme Academy Trust aims for:

Excellence for All

- All pupils to be enabled to achieve highly regardless of background, socio economic status, disability race or gender.
- Our schools to be fully inclusive to meet the needs and celebrate the abilities of all children and young people.
- Inclusion to underpin every strategy with successful adaptations and timely interventions supporting learners at the point of need.
- No child to be left behind or disadvantaged because of a lack of resource, technology, finance or home support.

Great Places to Work and Learn

- Our schools to be happy places which children enjoying attending and staff enjoying working at.
- Success (in all its forms) to be publicly recognised, rewarded and celebrated.
- Enrichment to be prioritised and valued in every school. We will look to maximise the opportunities for staff and students to enjoy their time at school and to experience a range of activities and opportunities that support this culture.
- Ensure barriers to attending school are identified and removed so that coming to school is a positive choice.
- All children, young people and adults to be visibly included.
- Pupils to be taught to respect and value diversity
- Investment in buildings and resources so that the environment reflects and reinforces our values.

At the Heart of Our Communities

- Furthering the opportunities for all children and young people in our schools by removing or helping them overcome any barriers to their success.
- Working alongside other organisations to fulfil our civic duty to enhance opportunities for all children and young people.

Accessibility Policy

This policy sets out the ways in which Uffculme Academy Trust provides access to its schools for individuals with a disability and how this will be improved over the next three years.

It will be made available on each school's website and paper copies are available upon request.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

Schools are required 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.

Accessibility is addressed under the following headings:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment.
- Improve the delivery of information to individuals with a disability

Accessibility Plans

Each school in the Trust will develop an Accessibility Plan specific to the requirements of their site and community, which will appear as an appendix to this policy.

Monitoring and Review

This policy and the accompanying plans will be reviewed every three years but may be reviewed and updated more frequently if necessary.

It will be reviewed by the Director of SEND for the Trust with each school reviewing their appendix (namely the Headteacher, SENDCo and Local Governing Committee) and approved by the Trust's Risk and Resources Committee.

Other Relevant Policies

This policy and accompanying plans link with other policies to inform the whole Trust's approach to improving accessibility. These policies include:

- Health & Safety Policy
- Data Protection Policy
- Freedom of Information Publication Scheme
- Complaints Policy
- Supporting pupils with Medical Conditions Policy
- SEND Policy
- Children with Health Needs who Cannot Attend School Policy
- SEND Information Report
- Equalities and Diversity Policy

Appendix 1

Accessibility Plan 2023 – 2025

Uffculme Secondary School

Aims and objectives

Our aims (in accordance with the Equality Act 2010) are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of information to individuals with a disability

This action plan sets out how the school will achieve these aims over time, so that pupils with a disability can take full advantage of their education and associated opportunities.

Increase access to the curriculum for pupils with a disability

Current Good Practice

- Qualified SENDCo is on the senior leadership team
- Daily briefing in iSEND Team to share information
- Daily briefing with teaching staff to share information
- Highly skilled team of TAs and HLTAs
- Learning plans to inform staff of student disability
- Medical Care Plans to inform staff of student disabilities
- Strong relationships with outside agencies e.g. Educational Psychologists, Hearing Impaired Service and Communication and Interaction Team, Social Services, Virtual School, 0-25 Teams
- Excellent provision of resources:-
 - Netbooks for pupils with specific recording difficulties
 - Visual timetables
 - Coloured overlays
 - Exercise books with coloured paper
 - A4 planners for visually impaired
 - Age appropriate accessible reading books
 - Read, Write, Gold
- Access arrangements:-
 - Readers
 - Scribes
 - Enlarged papers
 - Modified papers
 - Extra time
 - Laptops

Reader Pens

Separate venue

- Early and effective literacy and numeracy intervention
- Games and quiet area lunchtime club
- Qualified Access Arrangements Coordinator

Improve and maintain access to the physical environment

Current Good Practice

- Lifts installed to all multiple floor buildings
- All buildings (including the Theatre and Sports Centre) have level access and all the main teaching blocks with the exception of History and MFL have electric doors
- Individual evacuation plans for students whose movement is compromised by their disability (PEEPS)
- The medical conditions of students affecting health & safety and site accessibility are known by all relevant staff
- Injuries or illness of a student which temporarily restricts movement is communicated to all relevant staff
- Accessible toilets

Improve the delivery of information to individuals with a disability

Current Good Practice

- Learning Plans to inform staff of students needs
- Use of exercise books with coloured paper across the curriculum
- A4 planners available for visually impaired students
- Tactile graph paper available
- Home/school communication books
- Information regarding home learning communicated effectively to pupils and parents through Class Charts and/or TEAMS

Action Plan

Objectives	Action	Timescale	Success Criteria
Students with disabilities are well represented at extra-curricular activities	SLT to monitor attendance at activities and act accordingly	By August 2023	Increase in attendance at extra-curricular activities for students with disabilities
Early identification of need	SLT to ensure the graduated response is embedded across the school	By August 2023	Students are supported and monitored in the appropriate way throughout their school career

Approved by the Local Governing Committee on: *10 November 2022*

Appendix 2

Accessibility Plan 2023 – 2025 Uffculme Primary School

Aims and objectives

Our aims (in accordance with the Equality Act 2010) are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of information to individuals with a disability

This action plan sets out how the school will achieve these aims over time, so that pupils with a disability can take full advantage of their education and associated opportunities.

Increase access to the curriculum for pupils with a disability

Current Good Practice

- Weekly briefings between Headteacher, SENDCo and TAs to share information
- Skilled team of TAs
- Pupil profiles including medical registers to inform staff of pupil disability
- Medical Care Plans/Intimate care plans to inform staff of pupils' disability where relevant
- Reasonable adjustments are made and reflected in risk assessments and pupil support plans when required
- Pupil support plans in place reflecting the personalised learning strategies and support for children with additional needs and disabilities
- Visual timetables
- Lesson planning identifies support strategies in place through appropriate teaching by task and level of support by adults
- Excellent communication between outside agencies e.g. Educational Psychologists, school nurse, speech and language therapists
- Excellent provision of resources:-
 - Coloured overlays for pupils
 - Exercise books with coloured paper if required
 - Appropriate level reading books e.g. Project X
 - Dyslexic friendly books (cream-coloured pages with more visual support)
 - Specially shaped pencils / pens for pupils with grip difficulty
 - 'Theraputty' and posture aids (e.g. wedge cushion) when required
- Access arrangements:-
 - Readers

Scribes
 Enlarged papers
 Modified papers
 Extra time
 Laptops
 Separate working/testing space

- Provide early and effective literacy and numeracy intervention
- Quiet area at lunchtime provided as well as additional support for reading and homework clubs at lunchtime
- Specialist Speech and Language programmes delivered
- Skilled TAs to plan and deliver pastoral interventions

Action Plan

Objectives	Action	Timescale	Success Criteria
To identify staff training needs linked to disability and additional needs	Audit staff training and identify weaker areas of knowledge. Use this audit to plan and deliver staff training.	July 2024	Staff have a better understanding of various disability and have training needs met.
Ensure children increase their knowledge and understanding and acceptance of difference	Promote and deliver themed weeks/assemblies linked to disability.	July 2024	Children have a greater awareness of disabilities and can talk about difference.
Ensure staff member is trained as a Mental Health Lead and a school mental health action plan written	To identify training course for the member of staff to attend and complete. To complete action plan and monitor the implementation.	July 2025	Trained staff member leading on mental health across the school and promoting the importance of this.

Improve and maintain access to the physical environment

Current Good Practice

- Main school building has level access, although three stairs lead to KS2. School hall can be accessed externally if necessary through sloped access (due to six steps internally)

- Personal evacuation and emergency plans (PEEPs) for pupils whose movement is compromised by their disability
- The medical conditions of pupils affecting health & safety and site accessibility are known by all relative staff and detailed on class medical registers
- Injuries or illness of a pupil which temporarily restricts movement is communicated to all relevant staff
- Accessible disabled toilet
- All outside steps have yellow nosing added for those with reduced visual awareness

Action Plan

Objectives	Action	Timescale	Success Criteria
To ensure the new KS2 classroom building has level access	Ensure during the designing and planning phase, sloped access to the building is discussed and implemented to future proof the classrooms.	July 2023	A slope has been built to assess the new classroom block.
Maintaining safe access around the exterior of the school	Site team to carry out daily checks so that pathways are clear and safe to navigate.	Ongoing July 2025	Pathways and access around the school is clear so that children can move unhindered around the school.

Improve the delivery of information to individuals with a disability

Current Good Practice

- Pupil profiles and support plans inform staff of pupils' needs
- Specialised curriculum resources to meet needs if required
- Adaptation to teaching and learning of the curriculum where required
- Planned and unplanned opportunities to gain pupil voice
- Home/school communication plan in place for those who require it

Action Plan

Objectives	Action	Timescale	Success Criteria
Signage is suitable for non-readers and is clear and situated in the new building.	Ensure clear accessible signage is used once the building work has been completed.	July 2025	Pupils are able to navigate the school clearly by following the signage.
Improving the use of technology to meet needs of individuals.	Training and information sharing with staff is planned and delivered.	July 2025	Increase in confidence and use of technology improved so children's needs are met.

Approved by the Local Governing Committee on: *24 November 2022*

Appendix 3
Accessibility Plan 2023 – 2025
Neroche Primary School

Aims and objectives

Our aims (in accordance with the Equality Act 2010) are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of information to individuals with a disability

This action plan sets out how the school will achieve these aims over time, so that pupils with a disability can take full advantage of their education and associated opportunities.

Increase access to the curriculum for pupils with a disability

Current Good Practice

- Curriculum resources are available in the classroom.
- Visual Timetables
- Additional visual aids e.g pencil grips, coloured overlays
- Specialist agencies regularly visit
- Curriculum progress is tracked for all pupils, including those with a disability
- Curriculum resources are tailored to meet the needs of those who need additional resources.
- The curriculum is adapted for all pupils.

Action Plan

Objectives	Action	Timescale	Success Criteria
To increase access to the curriculum for all pupils with a disability	To ensure that all targets that are set are appropriate for those with additional needs.	To review every half term	Teachers are using provision map to set targets The targets set are smart. The targets meet the need of the child
	For children with additional needs to access the physical development side of the curriculum better	To review half termly	SENDCo to work with PE coordinator to review planning. SENDCo to investigate sports opportunities for those with additional needs with the support of the PE coordinator Planning to evidence where adaptations have been made to make sports more accessible

	To ensure that there is a range of technology available to support communication and teaching.	Sept 2023	<p>ICT programs are used to support communication</p> <p>ICT programs are used to record work</p> <p>Class teachers communicating with parents and external specialists to develop communication and teaching in their class.</p> <p>SENDCo supporting class teachers on programs that can be used to support children with additional needs</p>
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Improve and maintain access to the physical environment

Current Good Practice

- No steps in and out of the school building or grounds
- External doors have been made wider to ensure disabled access
- Most internal doors have been made wider to ensure disabled access
- Clear access around the school
- Disabled toilet with changing facilities at the front of the school
- Disabled parking bay close to the school site
- Hard and soft ground outside
- Personal evacuation plans made for children with EHCPs and with disabilities.

Action Plan

Objectives	Action	Timescale	Success Criteria
To improve and maintain access to the physical environment	Develop a ramp so that all pupils can access the Hedgehog Hut and the Gazebo.	This half term	Ramp has been made and fits the whole width of the hedgehog hut entrance
	The gazebo and the Hedgehog Hut to have access to lighting.	Autumn/Spring term	<p>Lighting will be made available in the gazebo</p> <p>Lighting will be available in the Hedgehog Hut</p>
	To monitor the access around the hall at lunch times to ensure it is accessible to all	Monitor every half term	<p>All children will be moving around the school hall at lunchtimes confidently, regardless of their disability.</p> <p>Quieter areas of the hall can be accessed.</p> <p>Resources are used to support children in the hall e.g ear defenders</p>

Improve the delivery of information to individuals with a disability

Current Good Practice

- Visual timetables in each class
- Pictures used alongside words using Communicate in-print program
- Teachers aware of individual needs and tailor their seating space accordingly
- Sound booth in the hall for quieter working interventions

Action Plan

Objectives	Action	Timescale	Success Criteria
To improve the delivery of information to individuals with a disability	To monitor how pictorial representations are used throughout the school and promote consistency	Monitor termly	Pictorial representations are used throughout the school. Consistent pictures and symbols are used
	To have a consistent approach to language used with children with autistic needs	September 2022-23	All staff are using consistent language. All staff are involved in agreeing to consistent language Language supporting learning of autistic children / adults
	To implement word documents being accessible to all	Monitor throughout the year	Staff are checking accessibility on word documents (review) Immersive reader being used to make the document accessible

Approved by the Local Governing Committee on: *7 November 2022*

Appendix 4
Axe Valley Academy
Accessibility Plan 2023 – 2025

Aims and objectives

Our aims (in accordance with the Equality Act 2010) are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of information to individuals with a disability

This action plan sets out how the school will achieve these aims over time, so that pupils with a disability can take full advantage of their education and associated opportunities.

Increase access to the curriculum for pupils with a disability

Current Good Practice

- Daily briefing between Learning Support staff to share information
- Highly skilled team of TAs
- Adapted site – Handrails, white line markings and outdoor lighting sensors
- BROMCOM to inform staff of student disability
- Medical Care Plans to inform staff of student disability
- Visual timetables
- Excellent communication between outside agencies e.g. Educational Psychologists, Hearing Impairment and Visual Impairment teams, ICT lead teachers, ASC services, the Communication and Interaction Team, Speech and Language therapy and Occupational Therapy.
- Good provision of resources:-
 - Laptops for pupils with specific learning difficulties
 - Coloured overlays for students
 - Low level reading books
 - Enlarged worksheets/textbooks for Visual Impairment alongside RNIB book share
 - Reading books with cream paper Read, Write, Gold
 - Reading Pens
 - Overlays
 - Coloured exercise books
- Access arrangements:-
 - Readers (human and online), ReadWriteGold, scribes, enlarged papers, modified papers, Additional Time, Word Processors, prompts and rest breaks.
 - Separate venues
 - All as per JCQ Exam guidelines
 - Longitudinal screening from Year 7
 - External assessor supporting EAA process
- Progress made by students on the SEND register
- Early and effective literacy and numeracy intervention at KS3 provided

- Academic intervention at KS4 managed centrally by The Hub Intervention Coordinator
- Supervised safe spaces at lunch/breaktime provided
- Adult led games clubs provided
- Supported Homework club at lunchtime and after school provided
- Speech and Language programme within school via Language Link effective
- Active member of the Devon Dyslexia network group
- Alternative curriculum available as required
- TAs trained in lifting and manual handling
- Relational support packages available to support attendance and behaviour
- Hydrotherapy provided.

Action Plan

Objectives	Action	Timescale	Success Criteria
Improve access to the curriculum for all students	Improve the quality of Learning Passports on BROMCOM through a QA process	On going	Staff, parent and student Feedback. Consistent application demonstrated in Learning and meetings.
	High quality staff CPD from a range of advisory teachers	Autumn term 2022	Staff evaluation forms Effective implementation of in Learning Walks

Improve and maintain access to the physical environment

Current Good Practice

- Lifts installed to all multiple floor buildings
- Individual evacuation plans for students whose movement is compromised by their disability (PEEPS)
- The medical conditions of students affecting health & safety and site accessibility are known by all relative staff
- Injuries or illness of a student which temporarily restricts movement is communicated to all relevant staff with detailed and regularly reviewed risk assessments and PEEPs in place
- Accessible toilets
- Handrails in place on all stairs and entrances to classrooms
- White lines on all steps to improve visibility
- Lighting sensors in low light areas
- Hoist available for students in wheelchair
- Ramps added to site to increase accessibility of classrooms
- Adjustable tables for classrooms
- Accessible ICT suites, music rooms, Art and Drama facilities and technology facilities to enable full access to a broad and balanced curriculum

Action Plan

Objectives	Action	Timescale	Success Criteria
Ensure that all student have full access to all lessons	Accessible social areas for all students	On going	Student and parent voice

Improve the delivery of information to individuals with a disability

Current Good Practice

- BROMCOM to inform staff of student's needs, updated regularly with parents and professionals in meetings
- TA in class to support adaptive teaching
- Good provision of resources:-
 - Laptops for pupils with specific learning difficulties
 - Coloured overlays for students
 - Accessible reading books for students with a reading age of 6
 - Enlarged worksheets/textbooks for Visually Impaired students
 - Reading books with cream paper
 - Read, Write, Gold
 - Reading Pens
 - Coloured Exercise Books
- Access arrangements:-
 - Readers (human and online), ReadWriteGold, scribes, enlarged papers, modified papers, Additional Time, Word Processors, prompts and rest breaks.
 - Separate venues
 - All as per JCQ Exam guidelines

Action Plan

Objectives	Action	Timescale	Success Criteria
Improve the use of Technology in and out of the classroom to support learning	Improved network connection speed and connection	On going	Implementation of a wider range of technological aids to support

Approved by the Local Governing Committee on: *7 December 2022*

Appendix 5

Holyrood Academy

Accessibility Plan 2023 – 2025

Aims and objectives

Our aims (in accordance with the Equality Act 2010) are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of information to individuals with a disability

This action plan sets out how the school will achieve these aims over time, so that pupils with a disability can take full advantage of their education and associated opportunities.

Increase access to the curriculum for pupils with a disability

Current Good Practice

- Guidance document and regular SENCO/ TA briefings to update
- Highly skilled team of TAs
- Learning passports to inform staff of student disability
- Medical Care Plans to inform staff of student disability
- Visual timetables
- Key worker with responsibility for students with Autism
- Key worker with responsibility for students with physical/ sensory needs
- Dedicated transition TA to work with feeder primaries so that transition plans ensure appropriate provision within the context of Holyrood Academy are in place
- Excellent communication between outside agencies eg Educational Psychologists, Hearing and Vision Impaired service and Communication and Interaction team
- Excellent provision of resources:-
 - Netbooks for pupils with specific recording difficulties
 - Coloured overlays for students
 - Exercise books with coloured paper
 - Low level reading books
 - Type Thru virtual overlay on all student desktops and laptops
 - Access to laptops for all as required
- Access arrangements:-
 - Readers
 - Scribes
 - Enlarged papers

Modified papers

Extra time

Laptops

Separate venues

- Provide early and effective literacy intervention
- Homework club at breaktime and lunchtime
- Qualified Access Arrangements Coordinator

Action Plan

Objectives	Action	Timescale	Success Criteria
Improve provision for lowest 5% of readers across the school	Research secondary reading programmes to support students in the ELP particularly.	2022-23 academic year	Provision for lowest readers will lead to rapid and significant improvement in reading standard scores
Ensure that those with physical and sensory needs have a key worker	Replace ARA as physical and sensory key worker as part of key worker review	2022-23 Academic year	Students and parents of students with physical and sensory needs will have a key contact person

Improve and maintain access to the physical environment

Current Good Practice

- Lifts installed in Main Building on upper site and also Sixth Form Centre
- Where lifts are not installed, curriculum areas have teaching rooms that are accessible on the ground floor i.e. Art
- Individual evacuation plans for students whose movement is compromised by their disability (PEEPS)
- The medical conditions of students affecting health & safety and site accessibility are known by all relevant staff via Staff Bulletin and briefings
- Injuries or illness of a student which temporarily restricts movement is communicated to all relevant staff via Bulletin and briefings.
- Use of LRC as short-term provision for those who cannot move easily between lower and upper site
- The site has 5 accessible toilets specifically for students

- Academy has invested in 2 mobility scooters that can be used by students if required
- Specific site markings to support visually impaired students, parents and visitors
- Access ramps to a help navigation around the site and access to teaching/office areas

Action Plan

Objectives	Action	Timescale	Success Criteria
Ensure accessibility of new building	KWI/ TYO work with site team to ensure that environment is accessible for all	Prior to new build opening	New build will be accessible for all when it opens
Review current markings around the site to ensure clarity	KWI/ TYO work with TCO and site team to review markings on steps and kerbs to check for clarity	2022-23 academic year	All kerb edges and step edges to be clear and visible to all
Ensure dark spaces to support visually impaired	Ensure that all departments have at least one room with blinds.	2022-23 Academic year	Dark rooms available to those with visual impairment who need it

Improve the delivery of information to individuals with a disability

Current Good Practice

- Learning passports to inform staff of students needs
- Use of exercise books with coloured paper across the curriculum

Action Plan

Objectives	Action	Timescale	Success Criteria
Ensure that as books need replacing, coloured paper is available	KWI to work with JJA when new books are being ordered and ensure that list of needs is up to date	May/ June 23	Students will start September with the correct books

Approved by the Local Governing Committee on: *15 November 2022*