



Axbridge C of E Academy

Together We Inspire, Thrive & Excel

Accessibility Plan

Date: September 2023

Review: September 2026



Accessibility Plan and Policy

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

It is Axbridge C of E 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.

1. We are committed to providing an 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.
2. Axbridge Academy plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated as necessary.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. 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 and make reasonable adjustments to the delivery of written information to pupils.
5. Information about our Accessibility Plan will be published on the school website.
6. The Plan will be monitored through the Governors, Headteacher and SENDCO.

From 2020 the following changes have been made:

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- We have built a large extension to our Reception classes and as a result the children have much more suitable provision for their needs and are able to access learning areas with greater freedom and movement. Access is available to all in this new building.
- We have continued our adaptations of all useful spaces for children with additional needs in the school. Two classroom quiet rooms have been transformed into personalised learning spaces to meet the needs of pupils with a high level of sensory and physical need. The extension also houses a sensory room for children who may need that facility in the future.
- In 2021, a cloakroom was converted into an additional quiet room, that allowed a High Needs pupil to access the classroom with her peers, as well as have a highly personalised space to meet her physical and sensory needs.
- The school has undergone a transformation of communal spaces, that promote easy access and supports access for all, by de-cluttering areas and removing unnecessary furniture.

We have a school site, which is accessible to those with physical disabilities. It is reviewed on an annual basis and if another child joins the school we will look at their specific needs and make changes appropriately, if possible



Aim		Objectives	Actions to be taken	Person/s responsible	Date to complete actions by	Success criteria
Improve access to the curriculum	Training is constantly being undertaken by relevant members of staff	Audit of pupil needs and staff training to meet those needs	Training to continue as needs are identified	SLT	Ongoing	Identified needs being met and access to all school activities for all disabled pupils
	EVC and extended schools coordinator ensure that all children are included in risk assessments	All out of school activities are planned to ensure, where reasonable and appropriate, the participation of all pupils	Review all out of school provision to ensure compliance with legislation Seek suitable transport options for children for are wheelchair bound	EVC, Extended schools coordinator and \SLT	Annually	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements
	Classrooms are organised to promote the participation and independence of all pupils where possible	Continue access to curriculum activities and opportunities	Review and implement revised layout of personalise d learning spaces	All staff	Annually	Pupils can access all classroom environments successfully

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Improve and maintain access to the physical environment	Improved legible and accurate signage around the school	To ensure visitors to the school are clear about the entrance and reception areas	New signage	DS	Ongoing	Signage current, legible and accessible to all
	Improve the school playground to take account of accessibility for disabled pupils	. This includes those with sensory needs who benefit from quiet areas or visual needs eg textured surfacing		DS / SLT	Ongoing	For all children, regardless of their disabilities, to be able to enjoy playtimes and access learning outside.
Improve the delivery of written information to pupils	Wide use is made by all staff in all classrooms of clear print, either handwritten or typed	To ensure all labels are clear and accessible to all, and at an appropriate height	Further staff training (in house) to enable staff to use CIP effectively	SLT	Annually	All children have access to quality signage and vocabulary

