**Salway Ash CE VA Primary School**

**Accessibility Plan**

**January 2025 to January 2028**

**Date agreed: February 2025**

**Review date: February 2028**

**Developed by: Leif Overment (Headteacher) & Helen Aburrow (staff governor)**

**Approved by: Governing Body**

1. **Introduction**

All schools must have an Accessibility Plan. This is required by law - Equality Act 2010.

Accessibility Plans support current and future pupils with a disability.

The Equality Act says that a person has a disability if they have a physicalor mental impairmentthat has a substantialand long-term adverse effect on their ability to carry out normal day-to-day activities.

Accessibility Plans set out how, over time, a school will:

1. increase access to the curriculum
2. improve the physical environment of the school
3. make information more accessible by providing this in a range of different ways

This is our school Accessibility Plan.

1. **Vision and aims**

Our aim is for everyone at Salway Ash to feel part of the school community. We are committed to making our school as accessible as possible. We want our pupils with a disability to:

* be fully included in school life
* actively take part in high quality learning
* thrive and enjoy their learning
* develop the skills to go on and lead fulfilled lives as adults
* be empowered, confident and able to function as independently as possible

We want our pupils with a disability to access all elements of school life. This includes school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

1. **Objectives**

At Salway Ash, all staff and governors will be aware of, and working in line with:

* this Accessibility Plan
* the wider disability provisions set out in the Equality Act
* the United Nations Conventions on the rights of:
1. the child
2. persons with disabilities

Our SEND Governor will champion the needs of pupils with special educational needs and disabilities. They will be involved in developing and reviewing this Accessibility Plan.

Our staff will remove disadvantage faced by pupils with a disability by:

* adopting a ‘can do’ attitude
* having a flexible approach to teaching
* modifying the curriculum and environment

Person-centred systems will be in place to support the inclusion of pupils with a disability.

1. **School context**

Our aim at Salway Ash School is to:

provide a safe and supportive environment where children, staff, parents, governors all work in partnership with the local community to attain high standards, achieving academic, creative, spiritual, social and emotional fulfilment.

develop pupils who are kind and considerate towards one another and want to make a positive contribution to the world around them

provide a secure, caring Christian ethos that enables us to grow together, learn together and inspire each other.

**School Values**

*Compassion*

We show compassion in the way we act with our friendships and people in our community.

*Perseverance*

We are determined and resilient in the face of challenges.

*Hope*

We share high expectations and aspirations for everyone in our school and seek to make a positive difference to the world.

*Respect*

We are respectful in the way we interact with each other and the world around us.

*Joy*

We celebrate the joy of each other’s achievements and bring joy to the world.

Salway Ash is a small rural primary school with four mixed-age classes, situated 3 miles north of Bridport. There are a total of 110 pupils currently on roll. The school provides a highly supportive environment where children, staff, governors and the local community work together to attain high standards, achieving academic, creative, spiritual, social and emotional fulfilment. The school provides a secure, caring Christian ethos and has high expectations of all pupils. At Salway Ash, we want children to achieve high levels in English and maths, provide children with a rich and engaging curriculum that enables them to move on to the next stage of their education as well-rounded members of the community.

The buildings at Salway Ash are of a high quality and are regularly updated. There are four large classrooms, a library, ICT room, two breakout rooms and a well-equipped multi-use hall. The school has a large field, a playground at the front and rear of the school, a woodland area and a small garden. The site is accessed at the front via footpath which connects the school gate and runs adjacent to the main road leading to the village.

A copy of our floorplan is available upon request from the School Office.

1. **Pupil data**

We ask for information about any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils’ progress.

Where our pupils have an Education, Health and Care (EHC) Plan, we use the information within this to ensure that we have a good understanding of their disabilities and how to support them.

Current pupil data shows that at the start of the 2024/25 academic year, 0% percent of our pupils were regarded as disabled under the Equality Act 2010.

1. **Audit**

To help us develop our Accessibility Plan, we undertook an environmental audit of Salway Ash. This told us that:

* Reasonable adjustments to enable greater access to the curriculum, including the use of assistive technology, are increasingly likely for the school to need to consider over the next three years.
* While the sensory spaces in school are sufficient at the moment, this will need to be reviewed annually to reflect the needs of pupils in the school.
1. **Consultation**

In developing our Accessibility Plan, we have consulted with:

* our pupils
* parents and carers
* our SENCO and SEND support staff
* other staff at the school, including the leadership team
* our SEND Governor and wider governing body
* relevant specialist services

These consultations told us that:

* The ramp for vehicles to access the school field lacks grip which would make it difficult for larger vehicles (i.e. an ambulance) to drive up.
* Fencing around the border of the school site is of sufficient height.
* Further adaptations may be required depending on the specific needs of staff/pupils in the future which could mean a more frequent review of this plan is needed.
1. **Previous actions**

**Access to the** **curriculum**

During the period of our previous Accessibility Plan, we improved access to the curriculum for pupils with a disability through the following means:

* We have purchased additional laptops (1 between 2) for pupils in Badger class, in addition to the 1 laptop per child in Dragonfly class. Ipads have also been purchased for children in Bumblebee class.
* We have developed a sensory tent and quiet area for children who require regular breaks in order to successfully access the curriculum. Additional resources have been purchased to enhance this provision.
* Site access is more secure with the entrance code changed regularly and an electronic sign-in system for staff and visitors in place.

**The physical environment**

During the period of our previous Accessibility Plan, we improved the physical environment of the school to increase access for pupils with a disability by:

* Put in a ramp leading from the car park into the playground.
* Painted the edges of external steps leading from classrooms into the playground to make them more visible and give additional grip.

**Access to information**

During the period of our previous Accessibility Plan, we made information more accessible to pupils with a disability by:

* Publishing the plan and relevant policies on the school website.
1. **Sources of advice and information**

Our Accessibility Plan has been written following guidance from the Local Authority and considering the Dorset Local Authority Accessibility Strategy.

1. **Other policies**

Our Accessibility Plan complements and supports our:

* Special educational needs and disability policy and SEN information report
* Supporting pupils at school with medical conditions policy
* Equality information and equality objectives

It can also be read alongside the following school documents:

* Child protection policy
* Curriculum policy
* SEND & Inclusion policies
* Health and safety policy (including off-site safety)
* Behaviour policy
* School development plan
1. **Implementation and monitoring**

Our Accessibility Plan shows how we will continue to improve accessibility at Salway Ash for pupils with a disability (and for staff and visitors to the school) over the next 3 years. It may be used to inform other school planning documents.

We will work in partnership with the Local Authority in implementing the Accessibility Plan. Where necessary, environmental works will be guided by relevant buildings regulations.

Sufficient resources will be allocated to implement this Accessibility Plan.

The Accessibility Plan will be reviewed regularly (and updated if needed). It will be monitored through the relevant governing body committee

This Accessibility Plan runs for 3 years and will be updated in January 2028. Once updated, we will advise our parents/ carers of this via our usual communications and on our website.

The Salway Ash complaints procedure covers the Accessibility Plan.

1. **Accessibility Action Plan**

**Increasing access to the curriculum**

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| **Outcome 1** |
| **What outcome do we want to achieve?**  | Make greater use of assistive technologies to support pupils to achieve their potential when accessing the curriculum |
| **What actions will we take to achieve this?** | Act on advice and guidance from specialist teachers to ensure the technology offered is supportive. |
| **How can we tell if this is successful?** | Those pupils using this will make good progress. |
| **When will this work be done?** | Ongoing – to be discussed at each SEND planning meeting. |
| **Approximate cost** | Unknown |
| **Responsible person(s)** | Leif Overment | **Date complete** |  |

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| **Outcome 2** |
| **What outcome do we want to achieve?**  | Sensory spaces in the school provide an appropriate, safe and practical support for children to enable them to achieve greater curriculum access. |
| **What actions will we take to achieve this?** | To be reviewed at regular intervals in conjunction with the SENCO & Dorset Council SEND team to ensure needs of children are met. |
| **How can we tell if this is successful?** | Spaces will be well-used and maintained leading to increased regulation and curriculum access. |
| **When will this work be done?** | **Ongoing.** |
| **Approximate cost** | Unknown |
| **Responsible person(s)** | Leif Overment | **Date complete** |  |

**Improving the physical environment**

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| **Outcome 1** |
| **What outcome do we want to achieve?**  | Improve access to the school field for large vehicles via the ramp |
| **What actions will we take to achieve this?** | Get builder to provide a quote to complete the works |
| **How can we tell if this is successful?** | Vehicles will be able to drive straight onto the field |
| **When will this work be done?** | **2026** |
| **Approximate cost** | Unknown |
| **Responsible person(s)** | Leif Overment | **Date complete** |  |

**Making information more accessible**

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| **Outcome 1** |
| **What outcome do we want to achieve?**  | Improve awareness amongst the school community to ensure that all communication from school can be made more accessible either by using braille or large fonts. |
| **What actions will we take to achieve this?** | New families made aware at induction |
| **How can we tell if this is successful?** | **All information shared and accessible** |
| **When will this work be done?** | **Ongoing** |
| **Approximate cost** | £0 |
| **Responsible person(s)** | Elaine Bossom | **Date complete** | Ongoing |