



Trent Young's
CE School

Accessibility Plan

September 2024 – September 2027

Developed by: Ros Baker, SENDCo

Approved by: Sherril Atkins, Headteacher

1. Introduction

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

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

- a) increase access to the curriculum for pupils with a disability
- b) improve the physical environment of the school for pupils with a disability
- c) make written information more accessible to pupils with a disability by providing information in a range of different ways.

This is the Accessibility Plan for Trent Young's CE School.

2. School context

- Trent Young's CE School is a smaller than average primary school, with 138 pupils on roll, serving a largely rural area between the towns of Yeovil and Sherborne.
- Stability across the school is broadly average although mobility has historically been a factor particularly at the end of Year 4 as some families traditionally elect to move pupils into private education at one of the many local independent schools.
- Pupils join the school in Reception and baseline data shows that the majority are at broadly expected levels on entry in all areas, 75% of children were working at the expected level on entry. ***To be updated for September 2024 cohort in October 2024.***
- The proportion of pupils eligible for free school meals is well below average.
- 10.9% of our pupils have SEND, which is below the national average.
- 5% of our pupils come from forces families
- Our original school building is a mid-Victorian building with extensions added in the 1960s, early 2000s and 2016. The last two extension placed the school onto two levels with three steps down inside the building (there is sloped access from outside the school).
- The condition of the school shows general wear and age; the Victorian building has recently been renovated with new windows installed in 2022.
- The school has extensive grounds (playgrounds, field and gardens) and these are all on one level. There are several access points to the school, all are on one level and accessible for all. There is one fire exit with steps down from the hall but an alternative route is possible.

Ethos:

Education at Trent Young's CE School takes place within a Christian atmosphere and environment where we put God's love into action. We provide a caring and supportive learning environment, underpinned with challenge and high expectations, which nurtures each child as they achieve their full and unique potential. We are aware that each child has different interests, strengths and needs which will influence the way in which they learn.

Flourishing from the actions and teachings of Jesus, our vision guides us in all that we hope to be, enabling every part of our community to grow and develop. This, along with our Christian Values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens.

Vision:

Our vision for each member of our community stems from Matthew 5:14-16 "You are the light of the world. A town built on a hill cannot be hidden. Neither do people light a lamp and put it under a bowl. Instead they put it on its stand, and it gives light to everyone in the house. In the same way, let your

light shine before others, that they may see your good deeds and glorify your Father in heaven.” We strive to be the best we can be, for ourselves and others, and also to value ourselves.

Values

Our school values are taken from Galatians 5:22-23:

“But the fruit of the Spirit is love, joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control. Against such things there is no law.”

Daniel England, pastor from the local charity Vine Youth Ministry, helped us remember these values with his own visual interpretation of the fruits of the spirit:

- Love – strawberry
- Joy – banana
- Peace – watermelon
- Patience – orange
- Kindness and goodness – pear
- Gentleness – peach
- Self-control - grapes

3. Vision and aims

Our aim is for everyone at Trent Young’s CE School is to feel welcome, valued, confident and included in the school community. We are committed to providing an accessible curriculum and environment to make this happen. 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, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

4. Objectives

At Trent Young’s CE School all staff and governors will be aware of the duty to support pupils with a disability, in line with the Equality Act 2010.

Staff will work to remove disadvantage faced by pupils with a disability by adopting a ‘can do’ attitude, having a flexible approach to teaching and by incorporating modifications into the curriculum and environment.

Person-centred systems will be in place to support the inclusion of pupils with a disability, for example, Moving & Handling Risk Assessment and Care Plans, Individual Healthcare Plans, Intimate Care Plans and Transition.

We will continue to improve the physical environment and facilities on offer to enable pupils with a disability to fully access the school site.

5. 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
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Behaviour Policy
- School Development Plan

6. Pupil data

We ask for information about any disabilities or health conditions in early communications with new parents and carers, in addition to carefully observing our pupils' progress.

Current pupil data shows that at the start of the 2021-2022 academic year, >1% percent of our pupils were regarded as disabled under the Equality Act 2010. Our pupils have the following areas of need:

- Autistic Spectrum Condition
- Sensory Processing and Development Co-ordination Disorder
- Speech, language and communication needs
- Social, emotional and mental health
- Fine and gross motor skills
- Hypermobility
- Cognition and learning needs
- Anxiety disorder
- Dyspraxia
- Dyslexic tendencies

Trent Young's CE School is committed to improving access for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

- 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 duties under the Equalities Act 2010); 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;]

- 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 within a reasonable timeframe;
- 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 timeframe.

7. Audit

To help us develop our Accessibility Plan, we undertook an environmental audit of Trent Young's CE School This told us that:

- Access to the curriculum is good across the school for all learners, including those with SEN and disabilities; some further development is planned to promote positive disabled role models and to ensure diversity and equality issues are covered within the curriculum.
- The physical environment ensures that appropriate access is available for all people of all needs and disabilities and adaptations are needed when and where appropriate. Stairs, ramps and kerb edges are not currently highlighted but this would become a priority if/when needed.
- Written information is made accessible and available for all needs and disabilities as required and where appropriate; use of computing and apps could be explored further to ensure it is used to its full potential and that staff are confident in using it to support needs in the classroom.

8. Consultation

In developing our Accessibility Plan, we have consulted with:

- our pupils
- parents and carers
- our SEND support staff
- other staff at the school, including the leadership team
- our governing body
- The Diocese of Salisbury Academy Trust
- relevant specialist services.

These consultations told us that:

- Information on website, including policies, is easily accessible and clear
- Children with SEND make good progress across the school
- Parents value the support that they receive for their child
- Continue to develop the impact of IEPs through ensuring that targets permeates through all aspects of school life, and further involving parents.

9. Current good practice

Access to the curriculum

At Trent Young's CE School, we have improved access to the curriculum for pupils with a disability through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. maths and English
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this
- offering a Continued Professional Learning (CPL) programme to ensure that all staff are knowledgeable of the impact of Autistic Spectrum Disorder, attachment disorder, dyslexia, specific medical conditions etc on learning
- organising classrooms so that they promote the participation and independence of all pupils
- modifying teaching, worksheets and curriculum content so that all children can access learning

The physical environment

At Trent Young's CE School, we have improved the physical environment of the school to increase access for pupils with a disability by:

- providing flat most school entrances
- providing accessible toilets on each ground level
- ensuring that there is good lighting throughout school
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered
- applying acoustic panels to walls in the hall to improve sound quality for pupils with a hearing impairment
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.

Access to information

At Trent Young's CE School, we make written information more accessible to pupils with a disability by:

- modifying written information so that this is available, where appropriate, in large print for pupils with a visual impairment
- adhering to guidelines from specialists
- using social stories and picture symbols to explain expectations, plans for each day, etc for pupils who benefit from this

10. Sources of advice and information

Our Accessibility Plan has been written following guidance from the Local Authority and in conjunction with pupils, staff and governors of the school, and taking into account the Dorset Local Authority Accessibility Strategy. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three years period ahead of the next review date.

11. Implementation and monitoring

Our Accessibility Plan shows how we will continue to improve accessibility at Trent Young's CE School 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 and Diocese of Salisbury Academy Trust 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 a three-year cycle and will be monitored through the Governor with responsibility for SEND, Mr Nick Masters.

The governing body will monitor Trent Young's CE School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty. The Trent Young's CE School's Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Trent Young's CE School complaints procedure covers the Accessibility Plan.

12. Accessibility Action Plan

Increasing access to the curriculum						
What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
All out of school activities need to be planned in advance to ensure that all pupils with a disability are able to take part.	<ol style="list-style-type: none"> 1. Ensure all school staff are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments through INSET or staff meeting training 2. Review all upcoming out of school activities ensuring that sites are suitable for all children with a disability, whether this be for physical access, to ensure sensory needs can be catered for, etc. 3. Consider any reasonable adjustments required to enable pupils with a disability to take part in the out of school activities, including travel requirements. 	<p>Headteacher and responsible governor</p> <p>Senior Leadership Team (SLT)</p> <p>class teachers</p> <p>SENCO</p>	<p>Ongoing Ahead of any upcoming trips</p> <p>Ahead of any upcoming trips</p>	n/a	<ul style="list-style-type: none"> • No out of school activities are planned without consideration of how pupils with a disability will be included; • All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements; • Pupils with a disability have access to all school activities such as trips out, residential visits, extended schools activities and sporting events • Pupils and their families feel included in out of school activities. 	
To continue to develop a CPL programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	<p>Staff training requirements identified (Performance Management)</p> <p>Specialist training and advice, school nurse, link professionals, INSET and staff meetings</p>	<p>SLT</p> <p>SENDCo</p>	ongoing	Depending on training needs	<p>All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum;</p> <p>Access to an appropriate curriculum for all pupils</p>	

Increasing access to the curriculum

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
To deploy Teaching Assistants effectively to support pupils' participation	Review needs of pupils within each class and staff accordingly Ensure staff skills are matched to pupil needs	All staff SENDCo SLT	ongoing	n/a	Pupils needs are appropriately met through effective deployment of skilled support staff; All pupils are supported to achieve their full potential.	

Improving the physical environment

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
To ensure 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	All staff, including support staff	Continuous adaptation needed dependent on the need of the child / room	Cost of new / adapted furniture, as needed	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	
Install sound boards in Fox and Owl classrooms	Quotes requested Boards installed	SENDCo and Finance officer	Summer 2025	TBC	Echo in classrooms reduced, which will help to further reduce noise levels.	

Making written information more accessible

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
<p>Raise the awareness of adults working at and for the school on the importance of using a range communications systems according to individual need</p>	<ul style="list-style-type: none"> • Whole school awareness training regarding methods of communication to aid learning/understanding for pupils with different needs; • A communication audit by SALT and other specialist services as appropriate to the needs of pupils at the school; • Specific training for those developing written information for the school and class teachers supporting pupils with specific needs. 	<p>HT SENDCo</p>	<p>ongoing</p>	<p>n/a</p>	<ul style="list-style-type: none"> • Staff are aware of the different ways in which pupils take on and learn new information; • Thought is given to all future communication with disabled pupils in mind; • The school is more effective in meeting the needs of pupils with a disability; • Pupils with a disability and their parents feel welcome and confident that their needs are being met. 	
<p>The availability of written information in accessible formats needs to be reviewed, starting with content on the school's website</p>	<ul style="list-style-type: none"> • All written information available to pupils and their parents will be considered in detail by the SLT, parent links and the school council. • Pupils with a disability will be asked to take part in this activity and give their feedback on how well this information meets their needs. The school will consider the needs of both its current and future pupils during this exercise; • The school will make itself aware of the services available through local charities, providers and the LA for converting written information into alternative formats (e.g. the use of symbols, large font, listening aids etc.) and will research good practice in other schools. 	<p>Senior Leadership Team, SENCO, parents, pupils and other staff where appropriate (e.g. Library and Reception staff). Headteacher and SENCO</p>	<p>In place from October 2024 and then ongoing</p>	<p>Cost of resources to support implementation and families, if needed</p>	<ul style="list-style-type: none"> • All future written information is designed with the specific needs of disabled pupils in mind; • Disabled pupils and their parents have an increased awareness of all matters usually communicated via written means; • Delivery of said information to disabled pupils and their parents is improved and meeting their requirements. 	

Making written information more accessible

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (estimate)	How can we tell if this is successful?	Date complete
<p>Ensure all parents are fully involved in the process of reviewing and setting IEPs for their child</p>	<ul style="list-style-type: none"> • Parents invited to give feedback on reviews before the new targets are set • Parents invited to termly meeting with SENDCo to discuss their child's progress, and more often where and if required. • Dedicated SENDCo email address to enable parents to raise any queries, give feedback etc more easily 	<p>SENDCO</p>	<p>Dates set for parents' evenings set</p> <p>SENDCo email in place and on school website</p> <p>Reviewed targets sent to parents in Dec 24, and then end of each term thereafter</p>	<p>n/a</p>	<ul style="list-style-type: none"> • Parents know / can access SENDCo email address • Forms are used and then monitored to collect feedback from IEPs written, reviewed targets and to inform future targets • Appointments offered to all families with children on the SEND register at parents' evenings 	

