



Leigh on Mendip School

Accessibility Plan 2022-25

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. This protects the rights of people regardless of their age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex and sexual orientation. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. The plan should be read in conjunction with the Equal opportunities and Inclusion Policy, the Child Looked After Policy, the Sex and Relationship Education Policy and the Special Educational Needs Policy.

Leigh on Mendip is made up of a main Victorian building and other buildings on the site have been added in more recent years. Access between buildings include steps and a wheelchair friendly slope. However, access to the field at the back of the school is hampered due to the gravel paths. The following statements must be read in the acknowledgement of this fact.

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. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually. The school will work with relevant agencies to develop the plan as necessary.
3. 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 pupils without a disability; (If a school fails to do this they are in breach of the Disability Discrimination Act). 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.
- Ensure the needs of individuals are met through staff training.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, 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.

4. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of one 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.

5. This Accessibility Plan will be available on the school website.

6. The School's complaints procedure covers the Accessibility Plan.

7. The Plan will be monitored by the Governors.

8. 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.

Date: September 2022

Next review date: September 2025

Section 2: Aims and objectives

Our aims are to:

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

The table below sets out how the school will achieve these aims.

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Aids to support learning and learning behaviours available for children who need them e.g. now and next boards, spelling mats etc.	Short	Autism friendly training for new staff	Senco	Annually or as required	New staff feel confident to support autistic pupils in an appropriate way
	Intervention support e.g. precision teaching, learning mentor	Medium	Ongoing assessment of individuals result in any specialist materials identified and purchased	Senco	Ongoing	Individual's specialist needs are met

			and/or external specialist support sought Member of staff identified to run emotional support group. Senco completes Mental Health Lead course	Senco /TA Senco	Ongoing July 2023	Children are supported with social, emotional and mental health needs.
Improve and maintain access to the physical environment	Assess needs for Autistic children as needed Audit of physical environment for visual impairment	Long Long	The needs of children with disabilities are audited termly to ensure they have all resources needed e.g. identified space. Ensure the markings to highlight edges of physical features of the school are maintained.	Senco Head of School	Ongoing Ongoing	Children's needs from the school environment are met Edge markings are clear
Improve the delivery of written information to pupils	Dyslexia friendly materials e.g. reminder instructions...	Long	Dyslexia friendly training for all staff	Senco	Ongoing	All staff feel confident to provide quality materials to pupils with dyslexia

	Pictorial reminders and timetables part of quality first teaching	Medium	Ensure staff are confident in making judgement below age related expectations and how this reflects in teaching and materials provided.	Senco	Ongoing	Supportive materials are provided in every lesson and children know how to use them
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Section 3: access audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Steps	1 classroom up some steps.	Wheelchair users to use the ramp at the side of Robins to access the KS1 classrooms and field.	All responsible	As needed
Corridor access	Corridors in main entrance clear. Outside Goldfinch class corridor used as a cloakroom. In KS1 corridor to toilets used for cloakroom. Corridor at the side of Robins thin.	Keep main corridors clear. Access to Robins class through main classroom door or the outdoor area via ramp	All responsible	As needed
Parking	Only on street parking is available on a country lane with limited visibility at some places. Pavement on one side of the road.	Reminders to parents on road safety	Head of School	Ongoing

Entrances	All entrances are wheelchair accessible. Steps marked to show edges. Handrails on all slopes and steps.	Ensure markings and handrails are frequently checked for safety	Head of School	Ongoing
Ramps	Ramp from playground to adventure playground and KS1 classrooms	Ensure ramp remains safe	Head of School	Ongoing
Toilets	Accessible toilet in main building.	All staff to be made aware this toilet is used by a child with a hidden disability	All staff	Ongoing
Changing bed	Changing bed available in KS1 area	Changing bed to be moved to main building if required in future years.	Head of School	As needed
Main reception	Accessible for all, however the main door is heavy	Staff to be aware of difficulties some people with mobility may have and to greet at the door/gate as necessary.	All staff	Ongoing
Internal signage	Signage recently audited and old signs replaced	None	n/a	N/a
Emergency escape routes	Escape routes are well signed and kept clear. Fire doors identified with signage.	Ensure escape routes are always kept clear.	All staff	Ongoing