



COMBE MARTIN PRIMARY SCHOOL

Accessibility Plan – 01.09.2022

The purpose of this plan is to show how Combe Martin Primary School's educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and full participation in the school community.
- To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the School Community with a disability, medical condition or other access needs can access education and associated services.
- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality

Teaching and Learning

Through planning for the individual need, Combe Martin School's aim is to provide an inclusive approach as practically as possible. We aim to give access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This will include teaching and learning and the wider curriculum of the school such as participation of after-school clubs and school visits. Where and if needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities, including adaptations to hand-outs, timetables, textbooks and information about the school and its events.

Physical Environment

- Some aspects of extracurricular activities present particular challenges, for example lunch times for pupils with disability impairments and physical impairments for afterschool clubs and school trips. However, all reasonable adjustments are made to support as full an involvement as possible.

Financial Planning and control

The Board of Directors of Alumnis Multi Academy Trust, the Chief Executive Officer and the Chief Financial Officer, with advice from the Head Teacher, will review the financial implications of the accessibility plan as part of the normal budget review process.

Plan management, co-ordination and implementation and review

- The school will advise the Board of Directors and CEO when new situations regarding pupils with disabilities arise.
- The school will consult with professionals and services to assess the needs of the child and any reasonable changes required to be made and inform the Board of Directors.
- The Board of Directors through the CEO will inform the Head Teacher of financial actions to be taken.
- The Head Teacher and SLT will work closely with the Local Authority to implement actions identified as teaching and learning needs within curriculum provision and within the financial plan.
- The school will work closely with parents to consider their children's needs in all plans made to educate their child

Current good practice

We gather information about any disability or health condition in early communication with parents and carers of children who are new to the school. For parents and carers already based at Combe Martin School, we ask to be kept informed of any changes to the information they have already provided.

Access Audit

- The Main entrance of the school is accessed by ramp with a slight ridge on entrance. All of the main school has wide doors fitted. From the reception area, there is a step down through double doors to access the corridor leading to the KS1 classrooms. All classes have a step up into their main rooms.
- A disabled toilet is available outside the main foundation stage classroom, being fully accessible to wheelchair users.
- The main hall is only accessible by ascending 8 steps from both entry points (the KS1 area and main reception area). This will present significant challenges and the only reasonable adjustment we can make without structural alteration is via the external kitchen door, through the kitchen, from a side gated area and slope adjacent to the hall. Access to the hall would not be possible via this route when the kitchen is being used.
- KS2 is accessible with ramps to 3 x front double doors. Fire exits at the back of the classroom have steps to path. This path leads via a slope onto the top playground. There are no disabled toilets in the KS2 block.
- Low level handrails have been fitted around the Main School.

Tiny Tiddlers Nursery

- Tiny Tiddlers Nursery has full accessibility and is fitted with a disabled toilet area.

Tiddlers Nursery

- Wheelchair access is available through the back fire exit via children's toilets. A step prevents access through main entrance.
- No disability toilets, doorways are narrow.
- Main room is large and on one level.

Accessibility Action Plan – School Curriculum


Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
To Identify pupils who may need adapted or additional provision	To liaise with Nursery settings to prepare for the new intake of children into foundation each year	H/T EYFS leaders and teachers	Short term	July-Sept annually	Provision set in place ready for when the child/ren start school
To identify pupils who may need adapted or additional provision	Liaise with educational establishments to prepare for the intake of new children who transfer within year	H/T Senco	As required	Ongoing	Provision to be set in place ready for when child/ren begin school.
To ensure information sharing between school and families	To establish and maintain close liaison with parents	H/T Teaching staff	Ongoing	Ongoing	Staff meetings, provision reviews and action planning.
	To ensure collaboration between all key personnel, agencies and services	SLT/Senco, all teaching staff	Ongoing	Ongoing	Clear collaborative working approach

To establish and maintain close liaison with outside agencies for pupil with additional needs		and outside professionals			through regular meetings, RA's, reviews and action planning.
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum.	Create Personalised RA's and access plans for individual children. Identifying training needs and implementing training where needed. Ensure that actions including emergency evacuation procedures, are clear and that staff are aware.	H/T SLT, Senco, all teaching staff.	On entry	Ongoing	
To enable improved access to written information for pupils, parents and visitors	Access arrangements are considered and put into place for statutory testing. To consider accessibility of school communications.	H/T SLT, Senco, all teaching staff	As required	Ongoing	Evidence that appropriate consideration and reasonable adjustments have been made.

Accessibility Action Plan – Physical Environment

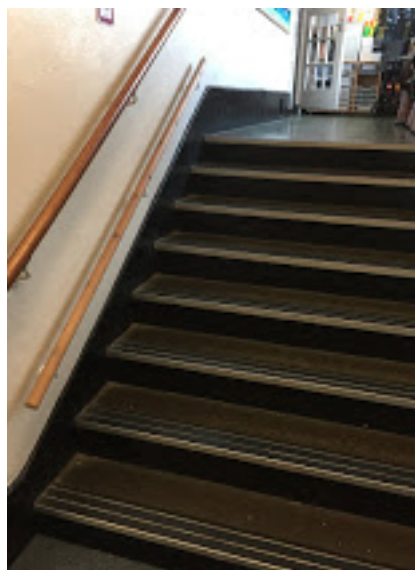
Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Improve the physical school environment	Combe Martin School will take into account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, accessible facilities and fittings.	MAT CEO, H/T, site manager	Medium	Ongoing	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.
Ensure that reasonable adjustments are made for pupils with a disability medical condition or other access needs.	Create personalised RA's and access plans for individual pupils. Identifying training needs and implement training where necessary.	MAT CEO, H/T, site manager	Medium	Ongoing	As full as possible inclusion for all pupils. Safe evacuation in an emergency.

To improve access to the school building, especially the hall and toilet facilities.	The H/T recommends a MAT feasibility study to produce a plan to improve the buildings accessibility over time.	MAT CEO, H/T, site manager	Short / medium	As identified by need	
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Compliance with the Equality Act		
Identified area of school	Action to ensure Outcome	Notes
	Access to the main building is shallow stepped.	Junior entrance Infant entrance

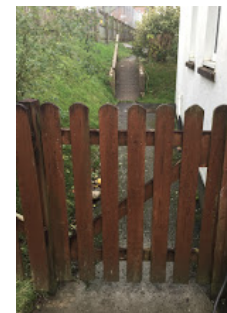


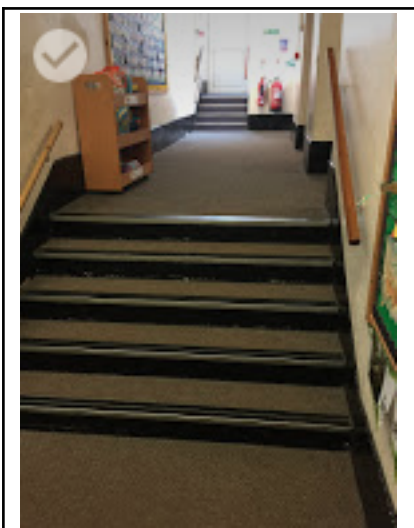
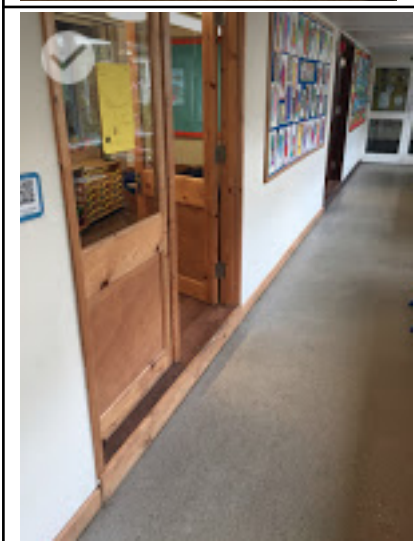
Access to the female toilets is stepped.
Turning is limited at head of the stairs.

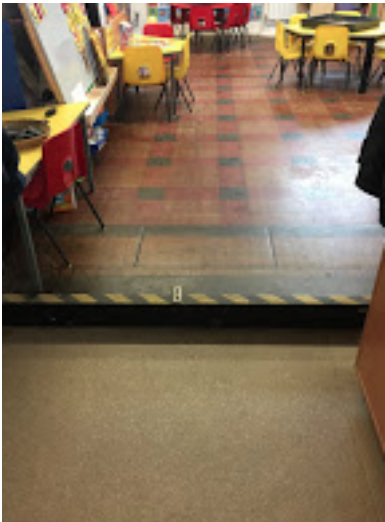





Access to the hall is stepped from both directions.



Access has been given to parents wishing to attend concerts etc through the kitchen. The pictures > show the route. This route is not straightforward and caused some manual handling issues from the accompanying adults. A child would not be able to use this route while the kitchen is in operation.

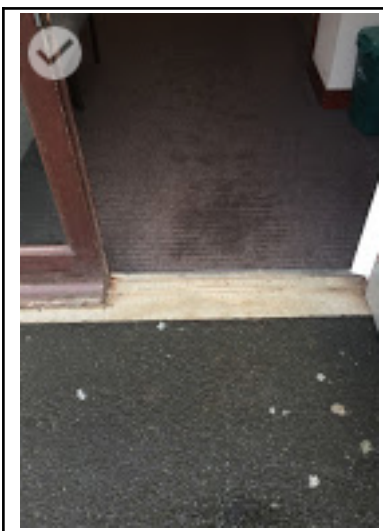





	<p>Stairs leading to the outside exit are stepped.</p>	
	<p>Entry to all internal classrooms are stepped.</p>	

	<p>Entry to classroom 1 – stepped.</p>	<p>Classes did have doors at this point in the past.</p>
	<p>Access to EYFS outdoor area is stepped.</p>	<p>Alternative route would take the child up to the playground and then back down steps. Historically there was a gate on the ramp leading into the EYFS area.</p>

	<p>Slope to the playground.</p>	
	<p>All fire exits from exterior block classrooms are stepped and narrow.</p>	<p>Class 5</p>

	<p>All fire exits from exterior block classrooms are stepped and narrow.</p>	<p>Class 3 and 4</p>
	<p>All fire exits from exterior block classrooms are stepped and narrow.</p>	<p>Class 6</p>

		<p>All entrances to exterior buildings are stepped.</p>	<p>Lower Junior and Upper Junior doors.</p>
		<p>Entrance gate to school is narrow.</p>	

	<p>Toilets are narrow and difficult to access to support a child.</p>	<p>There is one disabled toilet outside of Class 1 used by infant and EY children. This has caused self-esteem issues with older children in the past.</p>
	<p>The door from the Reception into school is stepped.</p>	

Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Improved access to written information for pupils, parents and visitors	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing.	H/T, admin team and Senco	Short	Ongoing	
To ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	A proactive approach needed to identify the access requirements of parents and make reasonable adjustments where possible.	MAT CEO, H/T, site manager	Medium	Ongoing	