East Somerset Federation

Bruton
Primary School

Upton Noble
C of E VC Primary School

Accessibility Plan

Approved by the Governing Body of

The East Somerset Federation

Signed: Suzanne McCutcheon/Anna Chubb – Co Chair of Governors

Date: 1st September 2026

Date for Review: 1st September 2029

The East Somerset Federation includes Bruton Primary School, Ditcheat Primary School, Upton Noble Church of England Primary School, Tree House pre-school and Community Kids pre-school. For the purposes of this plan, all site accessibility issues are determined as a Federation. Consideration is given to specific settings in response to accessibility needs as they arise.

Mission Statement and ethos:

We seek to serve the local and wider community by offering children a caring and educationally rich learning environment in which to flourish as individuals and become increasingly valuable members of society. The school is committed to ensuring equal access for all its employees, pupils and any others involved in the school community, with any form of disability and will ensure that disabled people are not treated less favourably in any procedures, practices and service delivery.

Introduction:

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It is written in compliance with paragraph 3 of schedule 10 to the Equality Act 2010

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):
"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." Part 1 para 2 includes persons with past disabilities to be included “2. - (1) The provisions of this Part and Parts II and III apply in relation to a person who has had a disability as they apply in relation to a person who has that disability.”

Key Objective:

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles:

- Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;

- The school recognises its duty under the DDA :

    - 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 and staff will have regard to the DRC Code of Practice (2002) and Equality Act 2010

- The school recognises and values parents' knowledge of their child's disability and its effect on his/hers abilities to carry out normal activities, and respects the parents' and child's right to confidentiality.

- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum: setting suitable learning challenges: responding to pupils` diverse learning needs; overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity:

a) **Education & related activities**

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local PCT Trusts.

b) **Physical environment**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) **Provision of information**

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Action Plan:
See attached (Appendix 1)

Linked Policies:

This Plan will contribute to the review and revision of related school policies, e.g.

- School Development Plan
- SEN/inclusion policy
- Equality policy
- Curriculum policies

Appendix 1

Possible Accessibility Issue	Situation at present	Action/Objective	Time scale	Person (s) involved	Monitoring
Achievements of pupils	Pupils receive support to meet their needs regardless of gender, race and disability. Data shows no obvious inequality in achievement. All pupils attend educational visits	Continue to use assessment for learning daily and provide additional support/intervention. Ensure reasonable adjustments are made as and when necessary to include pupils with disabilities.	Ongoing	Teachers and teaching assistants	
Sports	All pupils are given an equal opportunity to participate in sports. We promote inclusion and where appropriate, use the sports grant to ensure participation.	Continue to offer sports to all pupils.	Ongoing	Teachers and teaching assistants Sports coaches	
Building	Our current buildings do not offer full accessibility, however building accessible needs are always taken into consideration during the planning and building development process. Advice and support is always sought from Somerset County Council Property Services.	Continue to review and monitor improvements.	Ongoing	HT/School Council, property services	
Staffing	All positions advertised are open to all, applications from disabled people etc are welcome. Applications are judged strictly on merits. Points are given to each candidate based on how their application meets the relevant school criteria.	To ensure all applications are considered purely on merit.	As and when vacancies arise	Governors/HT	
Use of supply teachers	We contact agency who supply teachers depending on availability. Any preferred choice is based on relationships with pupils, ability to follow school discipline code and teaching ability.	To ensure appropriate supply cover obtained to promote continuity and progression in children's learning.	Ongoing	HT/teachers	
Students including work experience	Placements are encouraged from both male and female students. Placements are welcomed from those with disabilities.	To ensure all students receive appropriate training and that trainee teachers promote continuity in children's learning.	As & when students are in school	HT/SCITT professional tutor/ teachers	

Outside agencies	Nurses/Educational psychologists/support workers etc –all staff are welcome in our school.	To ensure all staff have access to appropriate support.	As and when required	HT/SENCO/ teachers	
Governors	Positions are open to all. If we ar in the fortunate position of having too many governors than places – the needs of the school will be paramount.	To ensure the school is well governed	As and when vacancies occur	Chair of Governors/ HT/ Governor Services	
Policies	These need to be reviewed regularly.	To ensure all policies are considered and meet any statutory duty and government guidance. To prepare a written timetable to review policies on a three year rolling programme.	Ongoing and whenever new policy written	HT/teachers/ Governors	
Procurement	Services are requested without reference to disability etc.	To continue to ensure all services are requested based on the needs of the school.	Ongoing	All staff	