



# ACCESSIBILITY PLAN

## 2024-27

<b>Date Approved by Governing Body:</b>	
<b>Last Review:</b>	2019
<b>Next Review Date:</b>	Every three years
<b>Chair of Governors:</b>	Teresa Cutler

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# I. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which students with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable students with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to students with disabilities

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Uffculme School is a special school over three sites for students aged 4 to 19 with a primary diagnosis of autism. The school was initially on one site but has moved across three sites in recent years to accommodate growing numbers and an increase in age range of the students and is heavily oversubscribed. It has been recognised by both the Local Authority and the DfE that the learning and physical environment is not suitable for the changing cohort of its students. The Plan recognises this, but also lays out the strategy which is in place to address current shortfalls in accessibility.

Uffculme school presents all children and young people with an holistic education so that they are able to lead meaningful and enjoyable lives. We recognize that the school community is part of their development. We also know that the adults who access the school facilities are role models and partners in the journey. With this in mind, we endeavour to make the lived experiences of all who come on the school sites as physically accessible and emotionally safe as possible.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

The school works in partnership with Local Authority (Education and Development Infrastructure) to overcome environmental barriers to student and staff success.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including students, parents/carers and staff.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a student with disabilities faces in comparison with a student without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Objectives	Actions to achieve objective	Responsibility	Success criteria
<p>Increase access to the curriculum access for the changing cohort of students</p>	<p>To offer a differentiated curriculum for all students</p> <p>To use resources tailored to the needs of students to access the curriculum</p> <p>Progress is tracked for all students through Evidence for Learning.</p> <p>Targets are set effectively and are appropriate for students in line with their EHCPs</p> <p>The curriculum is reviewed to make sure it meets the needs of all students</p> <p>Staff are supported and trained to ensure they meet the needs of all students.</p>	<p>Whole staff team</p>	<p>To raise learner achievement in all areas of a broad and balanced curriculum</p> <p>To enhance life experiences and be able to evidence progression.</p>
<p><b>Woodlands</b></p> <p>Improve and maintain access to the physical environment</p>	<p>The Woodlands site has been recognised as a priority for a rebuild by the LA/DfE.</p> <p>The failing state of the site means that it can only offer partial and limited access to individuals with a physical <b>or sensory</b> disability.</p> <p>Pending a rebuild, to ensure that the Woodlands site remains safe and open and continues to meet the needs of its students.</p> <p>To either identify a temporary (pending rebuild) or permanent site for a rebuild.</p> <p>The school has a safe and secure learning</p>	<p>SLT/staff with key responsibilities for maintaining and ensuring site is staff.</p> <p>LA to identify suitable temporary site pending rebuild</p>	<p>LA has identified suitable temporary site pending rebuild by September 2024.</p> <p>Temporary provision in place by July 2026.</p> <p>Rebuild of the Woodlands site – DfE/LA 2026-2028.</p> <p>Occupation of new build.</p>

	environment which is flexible and sufficiently adaptable to meet the needs of its increasing numbers and changing cohort.	Rebuild of the Woodlands site – DfE/LA	
<b>Chamberlain:</b> Improve and maintain access to the physical environment	<p>The Chamberlain site is accessible and mainly meets the needs of its current cohort. There are limited external areas for students to access.</p> <p>The school recognises that the nature of the building limits its ability to meet the needs of more complex students, specifically in regard to their sensory needs</p> <p>The school has a safe and secure learning environment which is somewhat adaptable to meet the needs of its increasing numbers and changing cohort.</p>	LA/SLT	<p>Review of the suitability of provision at the Chamberlain site by the LA by September 2026 and potential suitable alternative facilities identified.</p> <p>CAP Survey due June 2024</p>
<b>Russell Road:</b> Improve and maintain access to the physical environment	<p>The Russell Road site has been recognised as no longer suitable for the post 16 cohort and another site is currently being developed.</p> <p>The current building is a converted house over three floors, which offers limited access to individuals with a physical disability, only on the ground floor.</p> <p>The new site at Trittford will have been refurbished to accommodate the learning needs and development of post 16 students.</p>	LA/SLT	<p>Closure of the Russell Road post-16 site and move to Trittford (September 2025).</p> <p>Students have access to opportunities to develop their life skills in an environment which has been developed to meet a range of needs.</p>
To improve communication for (a) Students (b) Parents/carers (c) Staff	Ensuring student voice is heard through class feedback, school council and interaction with the school pastoral team.	All staff	Effective communication with all stakeholders

<p>(d) Other stakeholders</p>	<p>Parents' evenings to update on progress</p> <p>Parent networking events, training events and "Meet the Headteacher" opportunities.</p> <p>Parent interaction and attendance at EHCPs.</p> <p>Website and school newsletters</p> <p>Staff briefings and training events</p> <p>School policies and procedures shared with stakeholders</p>		<p>Opportunities increased for student, parents and stakeholder voice</p> <p>Parents and carers are fully involved with the education and support of their child.</p> <p>Staff are proactive in supporting students.</p>
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## 4. Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and the Senior Leadership Team.

It will be approved by the Governing Board.

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND policy
- Behaviour Policy
- Supporting students with medical conditions policy