



Draycott & Rodney Stoke C of E First School

Together, We Flourish and Grow

Accessibility Plan



Draycott First School Accessibility Plan

This policy will be reviewed by the Local Partnership Board every 3 years.

Date Agreed: September 2025

Review Date: September 2028

Accessibility Policy and Plan

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

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It is Draycott & Rodney Stoke's C of E First School's aim to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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. Draycott & Rodney Stoke C of E First School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three- year period and will be updated as necessary.
4. 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 are the able-bodied pupils. 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.
 - Improve and make reasonable adjustments to the delivery of written information to pupils.
5. Information about our Accessibility Plan will be published on the school website.
6. The Plan will be monitored through the Governors, Headteacher and SENCO.

From September 2024 the following changes have been made:

- We have continued our adaptations of all useful spaces for children with additional needs in the school. One room has been transformed into a quiet, sensory room for use by children and also as a space for ELSA sessions.

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- The school has undergone a transformation of communal and classroom spaces, that promote easy access and supports access for all, by de-cluttering areas and removing unnecessary furniture.
- All classrooms have access to sensory tools (ear defenders, sensory 'fidgets', adaptive seating (wobble stool, wobble cushion) and quiet reading/ working areas.

We have a school site, which is not easily accessible to those with physical disabilities. It is reviewed on an annual basis and if another child joins the school we will look at their specific needs and make changes appropriately, if possible.



Objectives	Actions and strategies	Time frame	Goals Achieved
To improve access to the curriculum			
Training is consistently being undertaken by relevant staff.	Audit of pupil needs and staff training to meet those needs Training to continue as needs are identified	Ongoing	Identified needs being met and access to all school activities for all pupils.
To ensure that all classes continue to develop and make use of resources to support pupils with specific learning difficulties to ensure full access to the curriculum through adapted provision and practise, e.g. coloured overlays, word mats, sensory tools, regulation tool kits.	Continue to liaise and work with external professionals and class teachers to develop and review adapted provision.	Ongoing	Teachers can identify the pupils with specific learning difficulties within their class and use appropriate strategies to support them. Ensuring curriculum access for all.
EVC and extended school's coordinator ensure that all children are included in risk assessments	All out of school activities are planned to ensure, where reasonable and appropriate, the participation of all pupils Review all out of school provision to ensure compliance with legislation Seek suitable transport options for children who are wheelchair bound	Annually	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.
Classrooms are organised to promote the participation and independence of all pupils where possible	Review and implement revised layout of personalised learning spaces. Continue access to curriculum activities and opportunities, adapting where needed.	Annually	Pupils can successfully access all classroom environments.
To improve and maintain the physical environment			
Improve the school playground and playground resources to ensure access for all. This includes those with sensory needs who benefit from quiet areas or visual needs.	Continued improvement of sensory spaces, development of quieter playground area. Introduction of resources to support regulation during playtimes.	Ongoing	For all children, regardless of their SEND, to be able to enjoy playtimes that are fulfilling and accessible for all

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To improve the delivery of written information to pupils			
Ensure that all information used in teaching is presented in an appropriate format.	Further staff training (in house) to enable staff to use Widgit effectively. Modify sheets- enlarge print/ use of symbols (Widgit)/ use of 'buff' paper.	Annually	Learning accessible to all