

St. Mary's Community Primary School

Accessibility Plan

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| INFORMATION | <i>Author:</i> | Based on the model plan published by The School Bus |
| | Responsibility | Resources Committee |
| | Date approved by Governors: | May 2017 |
| | Date due for next review: | May 2020 |

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Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing body of St Mary's Community Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

It is a requirement that the Accessibility Plan is revised annually to take into account the changing needs of the school and its pupils. It must be resourced, implemented and reviewed regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- Site manager/ caretaker

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Next review date: _____

Planning duty 1: Physical Environment

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

| | Issue | What | Who | When | Outcome | Review |
|--------------------|---|--|--|-------------|---|--|
| Short term | To ensure all areas of the school's physical environment are accessible including outside areas | Audit of physical environment | Site Manager/ caretaker Responsible Governor | Summer 2017 | School is aware of accessibility barriers to its physical environment- plan to address them as necessary | Summer 2017 |
| Medium term | To provide appropriate computer technology for pupils with additional needs | Establish available equipment through ICT Support Team | SENDCo as required | Autumn 2017 | Pupils with need have access to ICT equipment. | At time of pupil intake or a change in circumstances |
| | To ensure pupil toilets are accessible to all | Handrails installed- doors widened | Caretaker | As required | Access to toilets is increased | Annually |
| Long term | To ensure wheelchair users can access school buildings through classroom doors | Construction work undertaken | School business manager/building contractors | As required | School buildings are fully accessible | Annually |
| | To ensure the learning environment is accessible to pupils with visual impairment | Incorporation of appropriate colour schemes | Caretaker | As required | Learning environment is accessible to pupils with visual impairments | Annually |

Planning duty 2: Curriculum

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

| | Issue | What | Who | When | Outcome criteria | Review |
|-------------|---|--|-------------------------------|-------------|---|-------------------------|
| Short term | To ensure the curriculum is accessible to all pupils in all subjects | Audit of curriculum by subject leaders as required according to coverage | Class teachers/ SENDCo | Ongoing | SLT/ teaching staff are aware of the accessibility gaps in the curriculum | Termly in line with MTP |
| | To ensure all staff members have the skills to support pupils with SEND | Training for all on appropriate use of support staff in class | SLT/ SENCO | Autumn 2017 | Staff members have the skills to support children with SEND | Spring 2018 |
| | To ensure appropriate interventions and differentiation in teaching | SLT to monitor quality of differentiation and provision for all pupils | SLT/ SENDCo | Ongoing | All pupils are appropriately supported/ challenged across the curriculum | Spring 2018 |
| Medium term | To ensure all classrooms are organised to promote participation and independence of all | Needs of pupils with SEND incorporated into planning process | Teachers/SENCO | Ongoing | Planning/ classroom organisation takes into account pupils with SEND | Ongoing |
| Long term | To ensure pupils with specific SEND (i.e. visual impairment etc.) can access lessons | Provide tablets and other adjustments to pupils with SEND | Headteacher/ICT Manager/SENCO | As required | All pupils with specific SEND can access lessons | As required |

Planning duty 3: Information

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

| | Issue | What | Who | When | Outcome criteria | Review |
|--------------------|--|--|---------------|-------------|--|-------------|
| Short term | To ensure written material is available in alternative formats when specifically requested | The school will make itself aware of the services available for converting written information in to alternative formats | HT/ Secretary | Ongoing | Information will be available in requested formats | Ongoing |
| Medium term | To ensure documentation on the school website is accessible for parents with English as an additional language | The school will make itself aware of the services available for ensuring written information is available in other languages | HT/ Secretary | Ongoing | Information will be available in requested formats | Ongoing |
| Long term | To ensure information on the school website is accessible to all | Audit of website | ICT manager | Summer 2018 | Website is fully accessible | Autumn 2018 |

Appendix 1

In the event of issues being identified in any area of the Accessibility Plan, please complete the Action Plan below to address these.

Area being reviewed: _____

| | Issue Identified | Action required | Date completed |
|---|------------------|-----------------|----------------|
| 1 | | | |
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| 7 | | | |

Completed by _____

Date _____

Role _____