



## Accessibility Plan

Date reviewed	March 2018
Next review date	March 2021

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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 board of St Mary & All Saints C of E (aided) 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 board 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.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governing Board
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

## Planning duty 1: Curriculum

Governing boards 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 criteria	Review
Short term	Some children, particularly those with fine motor delays and processing difficulties struggle with written tasks	Provide support to develop fine motor skills and reduce impact of processing difficulties. Make writing accessible through the use of scribe and/or technology, e.g. voice recognition tools, Clicker software	SENCO Teachers 1:1 support LSAs	January 2018	All SEND children, particularly those with writing and/or processing difficulties are able to express their ideas through written communication e.g. with the use of scribe and/or technology.	April 2018
Medium term	Activities in lessons do not <b>always</b> cater for all abilities and are not pitched to take account of pupils' needs, e.g. of SEND and EAL	Differentiated activities planned into lesson to match the abilities and needs of all pupils, particularly those with SEND	SLT Teachers SENCO External advisors	Spring 2018	Planning scrutiny Learning walks/lesson observation Staff training on differentiating the curriculum	Summer 2018
	Some children, including those with SEND, have significant gaps in their numeracy and literacy skills. Some have other difficulties, e.g. Speech & Language and SEHMD. These gaps and difficulties are a barrier to them accessing the curriculum.	Targeted interventions to be consistently delivered to bridge gaps in learning and to overcome any barriers. Ensure staff delivering interventions are not required to cover other staff absence	SENCO LSAs SALT ELSA	Spring 2018	Targeted interventions are delivered regularly Data shows accelerated progress in numeracy and literacy skills Teachers feedback positively on SEHMD (e.g. on SIMs) and SALT difficulties.	April 2018

<b>Long term</b>	Many staff members, including some new to the school, do not have the skills to support pupils with SEND	Audit staff confidence, knowledge and understanding of different SEND INSET provided to staff members, on different special needs and disabilities that exist in the school. Introduce staff to online training programmes (e.g. Inclusion Development Plan)	SLT Teachers, LSAs External advisors SENCO	Across the year, starting in Autumn 17	Staff members are familiar with different SEND in the school and have skills to support them through quality first teaching – impact to be evaluated through lesson plans, learning walks, and pupil voice	Autumn 2019
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## Planning duty 2: Physical environment

Governing boards 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
<b>Short term</b>	Provide more all-inclusive playground equipment	Wheelchair and all-inclusive playground equipment.	SBM/SENCO	Autumn 2018	Make playground area accessible to all pupils.	Summer 2018
<b>Medium term</b>	Learning environment for pupils with visual impairment is not accessible	Incorporation of appropriate colour schemes	SENCO/SBM	Summer 2018	Learning environment is accessible to pupils with visual impairments	Autumn 2018
	Learning environment for pupils with hearing impairment is not accessible	Incorporate audio aid into teaching	SENCO/SBM	Summer 2018	Investigate suitability and install hearing loop in hall & relevant classrooms	Autumn 2018

<b>Long term</b>	Wall mounted changing bed in disabled toilet.	Construction work to be undertaken	SBM/Building contractors	Summer 2019	School facilities are fully accessible	Autumn 2020
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### Planning duty 3: Information

Governing boards 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.

	<b>Issue</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Outcome criteria</b>	<b>Review</b>
<b>Short term</b>	Management staff do not know whether school information is accessible or not	Audit of information delivery procedures	SENCO/SBM	Spring 2018	Information delivery procedures are reused and fit for purpose	Summer 2019
	Make written information accessible	School seeks advice from external advisors	SENCO	Summer 2018	Provision is made for converting written information into alternative formats	Autumn 2019
<b>Medium term</b>	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats. Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and install window blinds	SENCO/SBM	Spring 2018	Written information is fully accessible to children with visual impairments	Summer 2019
<b>Long term</b>	School website is not accessible to children with SEND	Audit of website	SBM	Summer 2018	Website is fully accessible	Autumn 2019