

Putnoe Primary School Accessibility Plan

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Statement of intent

This plan should be read in conjunction with the **School Improvement Plan** and outlines the proposals of the governing body of Putnoe 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.

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
- Governors
- 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: Physical Environment

The governing body will undertake an audit at the beginning of each academic year 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 will 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	Management has been monitoring the school's physical environment to ensure it is accessible	Audit of physical environment	Site Manager/Headteacher site 'walks' each term	Autumn, spring, summer 2019/20	School is aware of accessibility barriers to its physical environment, and will make a plan to address them	Autumn 2022
Medium term	Learning environment of pupils with physical impairment is not accessible in parts	Automated front door	Site Manager	Spring 2020	Learning environment is accessible to pupils with physical impairments	Autumn 2022
	Access to toilet facilities	Quantity 4 accessible at the moment	Site Manager	Autumn 2019	Actively pursue funding to build additional toilet blocks	Autumn 2022
Long term	Ensure access equipment is maintained	Fire evacuation for the disabled	Headteacher/Site Manager	Autumn 2019	School buildings are fully accessible	Autumn 2022

Planning duty 2: Curriculum

The governing body will undertake an audit at the beginning of each academic year 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 will 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	Staff members do not know whether the curriculum is accessible	Audit of curriculum	Headteacher/ teachers/SENCO	Autumn 2019	Management and teaching staff are aware of the accessibility gaps in the curriculum	Autumn 2022
	Staff members need to have skills to support pupils with SEND updated	INSET provided to staff members Training for teachers on differentiating the curriculum	Headteacher/ External CPD/SENCO	Spring 2020	Staff members have the skills to support children with SEND	Autumn 2022
Medium term	Continue to ensure that school trips take into account pupils with SEND	Needs of pupils with SEND incorporated into planning process/residential	Teachers/SENCO	Spring 2020	Planning of school trips takes into account pupils with SEND	Autumn 2022
Long term	Continue to monitor that SEND can access lessons	Increase the number of tablets and other adjustments to pupils with SEND	Headteacher/ICT Leader/SENCO	Spring 2020	Pupils with SEND physical impairments have their needs met as they grow	Autumn 2022

Planning duty 3: Information

The governing body will undertake an audit at the beginning of each academic year 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 will 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	Management staff do not know whether school information is accessible or not	Audit of information delivery procedures	SENCO/ICT leaders	Spring 2020	School is aware of accessibility gaps to its information delivery procedures	Autumn 2022
	Monitor the accessibility of written information	School seeks advice from external advisors	SENCO and Family Worker	Autumn 2019	School is aware of local services for converting written information into alternative formats	Autumn 2022
Medium term	Monitor the accessibility of written information to pupils with visual impairments	Provide written information in alternative formats i.e. ipads Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and check lighting in classroom	SENCO/ICT manager	Autumn 2019	Written information is fully accessible to children with visual impairments	Autumn 2022
Long term	Monitor that website continues to be accessible to children with SEND	Audit of website	ICT leader	Summer 2020	Website is fully accessible	Autumn 2022