



School Accessibility Plan

Committee responsible for review	Curriculum and Standards
Review date	7 th October 2021
Next review	October 2024

Aims of the Accessibility Plan

This plan outlines how we aim to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have 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 curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the Multi-Academy Trust must have regard to the need to allocate adequate resources in the implementation of this strategy.

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

- Monitor recruitment procedures to ensure that individuals 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 in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The Accessibility Audit

The governing body will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing body will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing body will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing body will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing body will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Objective	What	Who	When	Completed
Short term	Management are aware of barriers to pupils accessing the curriculum on an equal basis with their peers and will make a plan to address them	Audit of curriculum	HT, SENCO, External advisor (to be identified)	Autumn 2021	
Medium term	Staff have the skills to support pupils with SEND	INSET training	Teachers, SENCO	Spring 2022	
Long term	Planning of school trips takes into account pupils with SEND	Needs of SEND pupils are incorporated into the planning process	Teachers, SENCO	Summer 2022	

Planning duty 2: Physical environment

	Objective	What	Who	When	Completed
Short term	Improve outdoor learning spaces in Reception and Key Stage 1 to take into account pupils with SEND	New playgrounds in Reception and Key Stage 1 New play surfacing and equipment Removal of trip hazards	SBM	Autumn 2021	
Medium term	Management are aware of barriers to pupils accessing the physical environment on an equal basis with their peers and will make a plan to address them	Audit of physical environment	HT, SBM	Spring 2022	
Long term	Children with physical disabilities can access the school buildings	All reasonable steps have been taken to make the school buildings accessible to children with physical disabilities	HT, SBM	Summer 2023	

Planning duty 3: Information

	Objective	What	Who	When	Completed
Short term	Management are aware of barriers to pupils accessing information on an equal basis with their peers and will make plans to address them	Audit of information delivery	HT, SENCO	Autumn 2021	
Medium term	Written information is fully accessible to pupils with SEND	Provide written information in alternative formats where appropriate	Teachers, SENCO	Spring 2022	
Long term	Website and remote learning is fully accessible to pupils with SEND	Audit of website Accessibility tools in Microsoft Tools are utilised by staff	HT, teachers, SENCO	Summer 2022	