



Pucklechurch 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 board of Pucklechurch 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
- 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.

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Next review date: _____

Planning duty 1: 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
Short term	Is the school's physical environment accessible?	Audit of physical environment	School business manager	Spring 2019	School is aware of accessibility barriers to its physical environment, and will make a plan to address them	Summer 2019
Medium term	Is the learning environment accessible for pupils with visual impairment?	Incorporation of appropriate colour schemes and signage	School business manager	Spring 2019 At points of redecoration	Learning environment is accessible to pupils with visual impairments	Summer 2019
Long term	Can children with physical disabilities access school buildings?	Construction work undertaken as necessary	School business manager/building contractors	Spring 2019	School buildings are fully accessible	Summer 2019

Planning duty 2: Curriculum

Governing boards 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	Is the curriculum accessible?	Audit of curriculum	Headteacher/ teachers/SENCO	Spring 2019	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2019
	Could staff members further improve their skills to support pupils with SEND?	Training provided to staff members via weekly staff meetings and individual support. Training for teachers on	Headteacher/ External advisors/SENCO	Autumn/ Spring/S ummer 2018	Staff members have the skills to support children with SEND	Summer 2019
Medium term	Do school trips take into account pupils with SEND?	Needs of pupils with SEND incorporated into planning process	Teachers/SENCO	Spring 2019	Planning of school trips takes into account pupils with SEND	Summer 2019
Long term	Can pupils with SEND access lessons	Provide adjustments for pupils with SEND within the classroom	Headteacher/ICT Manager/SENCO	Autumn 2019	Pupils with SEND can access lessons	Summer 2019

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.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Is school information accessible or not?	Audit of information delivery procedures	SENCO/School Business Manager	Spring 2019	School is aware of accessibility gaps to its information delivery procedures	Summer 2019
Long term	Is school website accessible to children with SEND?	Audit of website, including navigation and content	Computing Lead	Summer 2019	Website is fully accessible	Summer 2019