



**Coupals Primary Academy**  
**Accessibility Plan**  
**May 2020**

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## Statement of intent

This plan outlines the proposals of the governing body of Coupals Primary Academy 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.

Signed by:

\_\_\_\_\_ Headteacher                      Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors                      Date: \_\_\_\_\_

Policy approved: May 2020

Policy reviewed: May 2021

## Planning duty 1: Information

	Issue	What	Who	When	Outcome criteria	Review
Short Term	Content on website is not translatable.	Identify ways to add functionality to website	Website developer	Autumn 2020	All parents can access information in own language.	
	Sharing information for those without internet access.	School seeks ideas and approaches for information sharing from other schools for parents with no internet access.	Kristy Evans – Deputy Headteacher	Autumn 2020	School shares information more effectively.	
Medium Term	Written information is not accessible to pupils and families with visual impairments	Explore options and approaches for providing written information in alternative formats	SENCO	Autumn 2020	Written information is fully accessible to children with visual impairments	
Long Term	Communication in school for parents with hearing impairments.	Identify ways to support parents with hearing impairment when at Coupsals.	David Maguire	Autumn 2020	Hearing impaired visitors will find communication effortless.	

## Planning duty 2: Curriculum

	Issue	What	Who	When	Outcome criteria	Review
<b>Short term</b>	Curriculum will be adapted for children with specific impairments or EAL.	Review of curriculum provision	David Maguire/Kristy Evans	Autumn 2020	Curriculum adaptations will ensure that all pupils can access curriculum provision effectively.	
	Staff members require upskilling to better meet the needs of SEND pupils	INSET provided to staff members Training for teachers on differentiating the curriculum	Headteacher/ External advisors	Autumn 2020 (PD Day in September if possible)	Staff members have the skills to support children with SEND	
<b>Medium term</b>	Technology could be better used to support SEND pupils beyond classes with 1:1 deployed iPads	Analysis of how technology is currently used for pupils with SEND in 1:1 ipad classes. Develop plan and access devices to implement.	Sian Millar	January 2021	Technology supports the learning of SEND pupils more effectively.	
<b>Long term</b>	Staff not sufficiently experienced in supporting pupils with significant Speech and Language difficulties.	Create a programme of INSET to support Speech and Language with a view to developing specialist S&L staff	Headteacher/ Leadership Team/SALT	Autumn 2020/2021	Support for Speech and Language needs will improve to raise outcomes and achievement.	

## Planning duty 3: Physical Environment

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Some areas of KS1 are not fully accessible for wheelchairs.	Identify improvements to be made to support wheelchair access.	Building surveyors/Specialist SEND Advisors	Summer 2020/ Autumn 2020	School improves access for wheelchair users in KS1 areas of the school.	
<b>Medium term</b>	Learning environment of pupils with visual impairment is not accessible	Incorporation of appropriate colour schemes	Spring 2021	Autumn 2018	Learning environment is accessible to pupils with visual impairments	
<b>Long term</b>	Office spaces and working areas are not fully accessible for adults with disabilities.	Audit of setting	Health and Safety/SEND Advisors	April 2020	Access to office spaces etc improves so that working space is more accessible.	