



Coupals Primary Academy Accessibility Plan

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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: _____

Next review date: January 2018 _____

Planning duty 1: Information

	Issue	What	Who	When	Outcome criteria	Review
Short Term	Leadership staff do not know whether school information is accessible or not	Audit of information delivery procedures	SENCO/Website Lead	Spring 2017	School is aware of accessibility gaps to its information delivery procedures	Summer 2017
	School wants to make sharing of information more effective	School seeks advice from other local schools around the sharing of SEND information	SENCO	Summer 2017	School is aware of local services for converting written information into alternative formats	Autumn 2017
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	Summer 2017	Written information is fully accessible to children with visual impairments	Autumn 2017
Long Term	School website is not to families with learning/literacy difficulties or English as a Second Language	Audit of website and look at alternative schools (e.g. from a range of deomgraphics) to see how information is clearly conveyed for families with language/literacy difficulties.	Teachers	Summer 2017	Website and information is fully accessible	Autumn 2018

Planning duty 2: Curriculum

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff members are not clear whether the curriculum is accessible	Audit of curriculum	Headteacher/ Leadership Team/ teachers/SENCO	Spring 2017	Management and teaching staff are aware of the accessibility gaps in the curriculum	Autumn 2017
	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/SENCO	Summer 2017	Staff members have the skills to support children with SEND	Autumn 2017
Medium term	Technology could be better used to support SEND pupils	Audit of technology and analysis of current impact. Create action and implementation plan for improvement.	ICT and SEND Advisors/Teachers/SENDCO	Summer 2017	Planning of school trips takes into account pupils with SEND	Autumn 2017
Long term	Speech and Language support in school is not meeting the needs of pupils	Create a programme of INSET to support Speech and Language with a view to developing specialist S&L staff	Headteacher/ Leadership Team/SENCO	Summer 2017	Support for Speech and Language needs will improve to raise outcomes and achievement.	Autumn 2017

Planning duty 3: Physical Environment

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is accessible	Audit of physical environment	Building surveyors/Specialist SEND Advisors	Summer 2017	School is aware of accessibility barriers to its physical environment, and will make a plan to address them	Autumn 2017
Medium term	Learning environment of pupils with visual impairment is not accessible	Incorporation of appropriate colour schemes	SENDCO	Summer 2017	Learning environment is accessible to pupils with visual impairments	Autumn 2017
Long term	Early Years environment is not fully accessible	Audit of setting	Health and Safety/SEND Advisors	Spring 2017	Access to within Early Years area improved	Autumn 2017