



Coupals Primary Academy
Accessibility Plan
August 2021

Contents

Statement of intent

1. Planning duty 1: Information
2. Planning duty 2: Curriculum
3. Planning duty 3: Physical Environment

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: September 2021

Policy reviewed: August 2022

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 2021	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 2021	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 2021	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 Coupals.	David Maguire	Autumn 2021	Hearing impaired visitors will find communication effortless.	

Planning duty 2: Curriculum

	Issue	What	Who	When	Outcome criteria	Review
Short term	Curriculum will be adapted for children with specific impairments or EAL.	Review of curriculum provision	David Maguire/Kristy Evans	Spring 2022	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	Spring 2022	Staff members have the skills to support children with SEND	
Medium term	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 2022	Technology supports the learning of SEND pupils more effectively.	
Long term	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	Spring/Summer 2022	Support for Speech and Language needs will improve to raise outcomes and achievement.	

Planning duty 3: Physical Environment

	Issue	What	Who	When	Outcome	Review
Short term	Some areas of KS1 are not fully accessible for wheelchairs.	Identify improvements to be made to support wheelchair access.	Building surveyors/Specialist SEND Advisors	Spring/ Summer 2022	School improves access for wheelchair users in KS1 areas of the school.	
Medium term	Learning environment of pupils with visual impairment is not accessible	Incorporation of appropriate colour schemes	Specialist SEND Advisors	Spring/ Summer 2022	Learning environment is accessible to pupils with visual impairments	
Long term	Office spaces and working areas are not fully accessible for adults with disabilities.	Audit of setting	Health and Safety/SEND Advisors	Summer 2022	Access to office spaces etc improves so that working space is more accessible.	