Netherthorpe Primary School

Accessibility Plan

**Created in collaboration with our legal expert**

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| Date policy last reviewed: | September 2021 |

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| Signed by: E Gray | | | |
| E Gray | Headteacher | Date: | September 2021 |
| K Rangeley | Chair of governors | Date: | October 2021 |

(Last updated: 14 February 2020)

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**Aims of the Accessibility Plan**

This plan outlines how Netherthorpe Primary School aims 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 LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

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

* **Access to the curriculum** – the governing board 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 board 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 board 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 board 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

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|  | **Issue** | **What** | **Who** | **When** | **Outcome** | **Review** |
| **Short term** | TAs SEND training was disrupted during the pandemic | Audit which aspects of training require refresher training, including for new staff | Headteacher, SENCO, TAs | Autumn 2021 | Training needs will have been identified and training programme drawn up | End Autumn 2021 |
| **Medium term** | Training identified by audit needs to be implemented to ensure that provision is of the highest quality possible for all pupils | PDMs for TAs in KS1 and 2 and EYFS delivered with impact reviewed during year | SENCO,  TAs, Outside agencies, as required | Throughout the academic year | Provision will reflect the needs of all pupils, including those with SEND, enabling excellent progress from individual starting points | End Summer 2022 |
| **Long term** | A number of children have extremely high needs and are not currently able to go to a special school – due to age, lack of places in special school and/or stage of application of EHCP | Create alternative provision for identified children in school, using the very limited space available | Headteacher, SENCO, HLTA, TAs | From Autumn 2021 | Pupils with SEND can access intensive individual support, working on individual targets/ learning passports | End Summer 2022 |

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# Planning duty 2: Physical environment

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|  | **Issue** | **What** | **Who** | **When** | **Outcome** | **Review** |
| **Short term** | Decking in EYFS area is damaged, limiting physical access to EYFS garden | Review from Health and Safety point of view and cordon off damaged area | School caretaker and Business Manager | Autumn 2021 | Information gained about whether decking and physical access can be mended or need renewing | Autumn 2021 |
| **Medium term** | Decking needs repair or replacement | Designs and quotes for replacement/repair of decking to improve access – no wheelchair access needed at present, but may be required in future | School Business Manager, EYFS staff, Headteacher, Caretaker | Autumn 2021/Spring 2022  (Garden area currently limited use in Winter months) | Plan for improvement in outside area, including decking and outdoor access | Spring 2022 |
| **Long term** | Whole of garden area could be made more accessible for wheelchair users and all children throughout year. | Review budget in March 2022; investigate possible grants to supplement funding; improve garden area | School Business Manager, Headteacher, Caretaker | Summer 2022  (if resources available post Covid and Brexit) | Fully accessible outdoor area for EYFS and SEND pupils will be used throughout the year | Autumn 2022 |

# Planning duty 3: Information

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|  | **Issue** | **What** | **Who** | **When** | **Outcome** | **Review** |
| **Short term** | SEN policy and information require update | Policy and accessibility plan reviewed and updated | SENCO, Headteacher | Autumn 2021 | Up to date policy and information are in place | End of Autumn 2021 |
| **Medium term** | Written information is not accessible to parents/carers pupils with visual impairments | Provide written information in alternative formats | SENCO, School business Manager | Summer 2022 | Written information is fully accessible to children with visual impairments | Autumn 2022 |
| **Long term** | School website may not be accessible to parents/carers/pupils with SEND | Audit of website and questionnaire to parents and carers | School Business Manager, Headteacher | Summer 2022 | Website is fully accessible | Spring 2023 |