

Knutton St Mary's C of E Academy

Together We Succeed & Shine



Accessibility Plan
Linked with Equality Policy

Contents

Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing board of **Knutton St Mary's C of E 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, and 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 principal and other relevant members of staff
- Governors
- External partners

This plan is reviewed to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

_____	Principal	Date: _____
_____	Chair of governors	Date: _____

Next review date: _____

Planning duty 1: Curriculum

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	Management does not know if the school's physical environment is accessible	Audit of physical environment	Building surveyors	Spring 2016	School is aware of accessibility barriers to its physical environment, and will make a plan to address them	Summer 2018
Medium term	Learning environment of pupils with visual impairment is not accessible (we do not have any visually impaired pupils in school.	Incorporation of appropriate colour schemes	Bursar	Summer 2016	Learning environment is accessible to pupils with visual impairments	Autumn 2018
	Toilets are accessible	Handrails have been installed previously	Bursar	Summer 2016	Access to toilets is increased	Autumn 2018
Long term	Children with physical disabilities are able to access school buildings	None	Reviewed by the Principal and Bursar	Summer 2016	School buildings are fully accessible	Autumn 2018

Planning duty 2: Physical environment

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	Staff members do not know whether the curriculum is accessible	Audit of curriculum	Headteacher/ teachers	Spring 2016	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2018
	Do staff members have the skills to support pupils with SEND	CPD provided to staff members Training for teachers on differentiating the curriculum	Headteacher/ External advisors/SENCO	Summer 2016	Staff members have the skills to support children with SEND	Autumn 2018
Medium term	DO school trips do not take into account pupils with SEND	Needs of pupils with SEND incorporated into planning process and staff are aware of the needs of their children	Teachers/SLT	Spring 2016	Planning of school trips takes into account pupils with SEND	Summer 2018
Long term	Can pupils with SEND access lessons	Provide tablets and other adjustments suitable to assist pupils with their individual needs	Headteacher/ICT Manager/SENCO/T eacher	Autumn 2016	Pupils with SEND can access lessons	Spring 2018

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	Does the SLT and other staff know whether school information is accessible or not	Audit of information delivery procedures	SLT/SENCO/ICT manager	Spring 2016	School is aware of accessibility gaps to its information delivery procedures	Summer 2018
	School does not know how to make written information accessible	School seeks advice from external advisors	SLT/SENCO	Summer 2016	School is aware of local services for converting written information into alternative formats	Autumn 2018
Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and install window blinds	SLT/SENCO/ICT manager	Spring 2016	Written information is fully accessible to children with visual impairments	Summer 2018
Long term	School website is not accessible to children with SEND	Audit of website	ICT manager	Summer 2016	Website is fully accessible	O/S