



Accessibility Plan

Date reviewed: November 2021

Next review: November 2024

Our school vision is based on Paul's writings to the Ephesians:

Ephesians 3:17-19

That Christ may dwell in your hearts through faith, as you are being rooted and grounded in love. I pray that you may have the power to comprehend, with all the saints, what is the breadth and length and height and depth, and to know the love of Christ that surpasses knowledge, so that you may be filled with all the fullness of God.

Based on this vision, our curriculum is founded on the following key principles:

1. People in our school will learn to love and feel loved
2. People will be taught to comprehend through a breadth of opportunity and with significant depth of understanding
3. All people are entitled to live a fulfilled, enriched and joyful life and our curriculum will seek to enable this

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Aims of the Accessibility Plan

This plan outlines how Abberley Parochial 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 headteacher will undertake an 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 headteacher 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

	Issue	What	Who	When	Outcome	Review
	Staff members do not have the skills to support pupils with SEND	<p>Ensure all staff receive suitable CPD</p> <p>The curriculum is clearly defined and sequenced to enable the best quality of teaching.</p> <p>Resources are adapted to ensure accessibility for all pupils.</p> <p>Pupil progress meetings and learning reviews monitor the impact of the curriculum on pupils with SEND.</p>	Headteacher, external advisors, SENCO	Ongoing	<p>Staff members have the skills to support pupils with SEND</p> <p>SEND pupils make suitable progress across the curriculum from their starting point.</p>	Every pupil progress meeting - termly
Medium term	School trips not accessible or take account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO	Ongoing	Planning of school trips takes into account pupils with SEND	When specific needs of a pupil are identified

Long term	Pupils with SEND cannot access lessons	<p>Make adjustments to allow for pupils with SEND to record learning in a manner achievable to them.</p> <p>Adapt the curriculum and resources according to the needs of pupils</p>	Headteacher, class teachers, SENCO	When specific needs are identified for individual pupils	Pupils with SEND can access lessons	Termly pupil progress meetings and learning scrutiny
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Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Areas of the school environment are not accessible to pupils or people with physical disabilities	<p>Routes around school are clear and planned to allow for access.</p> <p>Developments include consideration for access and usability for those with disabilities.</p>	Headteacher or building developers	Ongoing and always as developments to the school facilities take place	School is aware of accessibility barriers to its physical environment and will make a plan to address them as far as is possible within its financial capacity. Should the need arise additional funding has been secured to enable the school to provide what is needed in discussion with individuals and families.	Always as the need of individuals arise.

Medium term	Learning environment of pupils with visual impairments is not accessible	Incorporation of appropriate colour schemes Adapt the school environment to ensure routes are accessible for all.	Headteacher and class teacher	Ongoing	Learning environment is accessible to pupils with visual impairments	Reviewed as needs of those accessing the school site arise.
	Toilets are not accessible	Disabled toilets available throughout the school	Headteacher	Achieved	Access to toilets is increased	Within the timeframe of this plan
	The mobile classroom is not accessible	Either: consider a replacement for the mobile by extended the current new classrooms or replace the steps at the front of the mobile with a suitable ramp to gain access.	Headteacher	November 2024	Access to the mobile is possible for those with physical limitations.	November 2024
Long term	Children with physical disabilities cannot access school buildings	All areas of the school can be accessed. Certain doorways of the school built in 1859 are not adequately wide for wheelchair users but alternative routes are available.	Headteacher	Ongoing	School buildings are fully accessible	Within the timeframe of this plan

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Information is not accessible for all people	High visibility versions of the website are available. However, translations into other languages including braille are not currently in place. Consideration needs to be made for all those who need access to determine how this will be achieved.	SENCO, headteacher	Ongoing as needs arise	School is aware of accessibility gaps to its information delivery procedures and will identify and overcome these in consultation with users.	Ongoing
	School does not know how to make written information accessible	Schools seeks advice from external advisors	SENCO, headteacher	Ongoing as needs arise	School is aware of local services for converting written information into alternative formats	Ongoing
Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Blinds and effective lighting available in all classrooms	SENCO, headteacher	Ongoing as needs arise	Written information is fully accessible to children with visual impairments	Ongoing as needs arise