

Cullercoats Primary School

Accessibility Plan 2019-2022

Contents

[Statement of intent](#)

1. [Planning duty 1: Curriculum](#)
2. [Planning duty 2: Physical environment](#)
3. [Planning duty 3: Information](#)

Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing body of Cullercoats Primary School 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, benefit from 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:

G.Storey

Headteacher

Date:

September 2019

S Close

Chair of governors

Date:

September 2019

Next review date : July 2022

Planning duty 1: Curriculum

Governing bodies 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 criteria	Review
Short term	Curriculum is accessible to all pupils.	Audit of curriculum	Headteacher/ teachers/SENDCO/ EH Lead.	Spring 2020	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2021
	*Remote Learning Availability – Covid 19					
Medium term	Staff members to have the skills to support pupil's emotional health and pupils with specific SEND.	INSET provided to staff members Training for teachers on differentiating the curriculum	Headteacher/ External advisors/SENDCO	Spring/Su mmer 2020	Staff members have the skills to support children with SEND	Summer 2021
Long term	All pupils to be able to access lessons,	Provide tablets and other adjustments (eg Timetable/Space/) to all pupils where required.	Headteacher/ICT Manager/SENDCO	Summer 2020	Pupils with SEND can access lessons	Summer 2021

Planning duty 2: Physical environment

Governing bodies 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	Review
Short term	Physical environment is accessible particularly for Wraparound and new Nursery beginning 2017	Audit of physical environment – there is a ramp at the main office entrance and KS2 entrance. Is access required at Nursery and or wraparound to facilitate access?	HT/SBM – seek advice from LA on DDA regulations.	Spring 2020	There are two areas for access – one at the main office and one on the playground. Accessibility can be gained via these areas.	Summer 2021
Medium term	Learning environment of pupils with emotional needs is not accessible.	Establishment of appropriate/suitable area to work with SEMH pupils within school.	HT/School business manager	Spring Summer 2020	Learning environment is accessible to pupils with SEMH – There are variety of intervention/nurture rooms for suitable use following the refurbishment	Summer 2021
	All Toilets to be accessible to pupils/staff.	Handrails installed	HT/School business manager	Summer 2019	Access to toilets is increased	Summer 2020
Long term	Accessible visitor toilet that does not require entry into the pupil area of the school.	Audit of facilities for wraparound and new Nursery	HT/SBM	Summer 2019	School building is fully accessible	Summer 2020

Planning duty 3: Information

Governing bodies 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	School information is accessible to additional languages.	Audit of information delivery procedures Key information can be shared quickly with EAL children and parents via the website.	SBM/ICT manager	Summer 2019	School is aware of accessibility gaps to its information delivery procedures	Summer 2020
Medium term	Written information is not accessible to visitors with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing (to benefit pupils/visitors with visual impairments)	HT/SBM/ SENCO/ICT manager	Summer 2019	Written information is fully accessible to children with visual impairments	Summer 2020
Long term	School website is accessible to all visitors	Audit of website	ICT manager	Spring 2020	Website is fully accessible	Summer 2021