

Accessibility Plan

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Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the hub council of Bude Primary Academy Infants 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 hub council 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
- Hub Councillors
- 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:

Vanessa Holt

Head of School

Date:

17.3.22

David Barton

Chair of hub council

Date:

17.3.22

Next review date:

17.3.23

Planning duty 1: Curriculum

Hub councils 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 | New curriculum is untried, therefore accessibility has not been assessed | During delivery of the new curriculum it will be evaluated and adapted as necessary | Headteacher/ teachers/SENCO | Spring 2022 | Management and teaching staff are aware of the accessibility gaps in the curriculum | Summer 2022 |
| | Staff members need training in signing to communicate with H.I. pupils | INSET provided to staff members Training for teachers by specialised trainer | Headteacher/ External advisors/SENCO | Summer 2022 | Staff members have the signing skills to support children with hearing impaired children and adults | Autumn 2022 |
| Medium term | Not all subject leaders have expertise in monitoring and evaluating SEN in all subjects | Needs of pupils with ASD incorporated into planning process for all subjects | Teachers/SENCO | Summer 2022 | Curriculum is accessible to all, including SEN | Autumn 2022 |
| Long term | Pupils with sensory difficulties struggle to regulate themselves | Design and equip a sensory room for use by pupils | Headteacher/ICT Manager/SENCO | Autumn 2023 | Pupils with SEND can self regulate when necessary | Spring 2024 |

Planning duty 2: Physical environment

Hub councils 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 | No evacuation plan in place for visually or hearing impaired pupils | Evacuation plan written and agreed | SENCO jointly with HT and class teachers | Spring 2022 | Evacuation plan in place | Spring 2022 |
| Medium term | It is unclear whether the fire alarm can be heard in the disabled toilets | Flashing warning light to be installed in the corridors and toilets | School business manager | Summer 2022 | All users will know if the fire alarm is triggered | Autumn 2022 |
| Long term | Light switches and power switches are not always accessible to wheelchair users | Electrical work to be undertaken if a need is identified | School business manager/building contractors | Summer 2023 | School buildings are fully accessible | Autumn 2023 |

Planning duty 3: Information

Hub councils 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 | Management staff do not know whether school information is accessible or not | Audit of information delivery procedures | SENCO/ICT manager | Spring 2022 | School is aware of accessibility gaps to its information delivery procedures | Summer 2022 |
| | School does not know how to make written information accessible | School seeks advice from external advisors | SENCO | Summer 2022 | School is aware of local services for converting written information into alternative formats | Autumn 2022 |
| 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 | SENCO/ICT manager | Spring 2023 | Written information is fully accessible to children with visual impairments | Summer 2023 |
| Long term | School website is not accessible to children with SEND | Audit of website | ICT manager | Summer 2023 | Website is fully accessible | Autumn 2023 |