

# Accessibility Plan



## Statement of intent

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

\_\_\_\_\_ Headteacher Date: \_\_\_\_\_

\_\_\_\_\_ Chair of governors Date: \_\_\_\_\_

Next review date: \_\_\_\_\_

## 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	Review
<b>Short term</b>	Raised manhole covers inside building and outside play areas.	Audit of physical environment.	Building surveyors.	Autumn 2016.	School is aware of accessibility problems in uneven floor surfaces. Plans are in place to repair and replace. Jan – March 2017.	The external playground has been resurfaced, ensuring all manhole covers are level and removable.
<b>Medium term</b>	Some wall surfaces painted to refresh the wall and provide high relief for VI Pupils.	Incorporation of appropriate colour schemes.	School business manager + SMT and Site Supervisor.	Summer 2017.	Learning environment is accessible to pupils with visual impairments.	Autumn 2017.
	Electrical installations could cause potential hazards.	Trunking to be installed or at the least, extension units fitted securely to the	SMT – External Contractors.	Summer 2017.	Access to toilets is increased.	Autumn 2017.

		walls.				
<b>Long term</b>	Children with physical disabilities cannot access school building and cannot pass safely along the corridors.	Construction work undertaken.	School business manager/ Building contractors.	Ongoing.	School buildings are fully accessible.	Ongoing.

## 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 criteria	Review
<b>Short term</b>	Steps leading to school and playground need high vis yellow paint renewing.	Site Supervisor to undertake the work.	Reportable to Maxim/ Headteacher	Spring 2017	Children and staff are more aware of the step edges and prevent trips and falls.	Autumn 2017
<b>Medium term</b>	Playground is degrading due to wear and tear, UV and fissures appearing.	Gather estimates and take advice.	Headteacher and School Business Manager	Spring 2017	Play area restored, fewer trips and softer surface.	The lower playground has been resurfaced with a softer and more easily accessible surface.
<b>Long term</b>	Take down adventure playground and replace with outdoor educational area.	Working party to seek advice and make long term plan for this area of school. Currently on hold until wooden wall is finished and we can evaluate impact of Larches School moving onto site.	Headteacher/ Will Gale/ Christian/ Laura/ Niki.	Autumn 2017	Pupils with SEND can access outdoor lessons	Spring 2018

## 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
<b>Short term</b>	PECS symbols not being used uniformly around school.	Audit of PECS – define ones to use and distribute PECS to all classes.	SALT	Autumn 2016	School uses same PECS throughout all key stages.	Rachel Short has taken on the additional responsibility for communication and has produced objects of reference and symbols for each class.
	Not all parents accessing school information regarding school events.	Create Facebook page open to parents only for greater distribution. School seeks advice from external advisors – e safety – other successful FB page user experiences.	SMT – Office Support.	Summer 2017	Parents become more aware of school events because it is a format they access regularly.	A closed Facebook page has been created for parents to access information more easily.
<b>Medium term</b>	Website requires a refresh update and needs to be	School governor has offered his web company to create a new website.	SENCO/ ICT manager	Spring 2017	Website is accessible and can be read on all devices.	Website has been updated. In addition parents can use the

	accessible on android and apple products.					Schudio app.
<b>Long term</b>	School website is not accessible to children with SEND	Audit of website	Website Creators	Summer 2017	Website is fully accessible	School website has been updated and is more welcoming and user friendly.