

# **Forest of Galtres Primary** **School**

## Accessibility Plan

## Statement of intent

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

A Buckton

Headteacher

Date: 10.3.20

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Sue Van Hout

Chair of governors

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Date: 10.3.20

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Next review date: ~~Autumn 2021~~ \_\_\_\_\_

## 1. Physical environment

	Area of risk	What	Who	When	Outcome	Review
<b>Short term</b>	Leaders' awareness of the extent that school's physical environment is accessible	Audit of physical environment	Building surveyors Headteacher	Summer 2018	School is aware of accessibility barriers to its physical environment, and has addressed these through installation of ramps where needed	Autumn 2020
<b>Medium term</b>	Learning environment of pupils with individual disabilities may not be accessible	Incorporation of reasonable adjustments including training & resources	All staff	Summer 2020	Learning environment is accessible to pupils with individual disabilities	Autumn 2020
<b>Long term</b>	Children with physical disabilities cannot access all parts of school buildings	TBC	Sara Walker Karen Forrester	Summer 2020	School buildings are fully accessible	Autumn 2020

## 2. Curriculum

	Area of risk	What	Who	When	Outcome criteria	Review
Short term	All staff members may not know whether the curriculum is accessible	Audit of curriculum	Headteacher/ teachers/SENCO	Summer 2020	Management and teaching staff are aware of the accessibility gaps in the curriculum & working to address these	Autumn 2020
	New staff members may not have the skills to support pupils with diverse SEND	INSET & induction provided to staff members  Ongoing development around interventions for support staff	Headteacher/ SENCO	Ongoing	All staff members have the skills to support children with varying SEND	Autumn 2020
Medium term	All school trips must take into account pupils with SEND	Needs of pupils with SEND incorporated into planning process	Teachers/SENCO	Summer 2020	Planning of school trips takes into account pupils with SEND; visits are fully accessible to all	Autumn 2020
Long term	Pupils with SEND may not be able to access lessons	Provide adjustments to pupils with SEND in accordance with PPPs & recommendations from external agencies	Headteacher/SE NCO	Summer 2020	Pupils with SEND can access all lessons	Autumn 2020

### 3. Information

	Area of risk	What	Who	When	Outcome criteria	Review
Short term	Admin staff may not know whether school information is accessible or not	Audit of information delivery procedures	SENCO/Admin	Summer 2020	School is aware of accessibility gaps to its information delivery procedures	Autumn 2020
	School may not know how to make written information accessible	School seeks advice from external advisors	SENCO	Summer 2020	School is aware of local services for converting written information into alternative formats	Autumn 2020
Medium term	Written information may not be accessible to pupils with SEND	Provide written information in alternative formats	SENCO	Summer 2020	Written information is fully accessible to children with SEND	Autumn 2020
Long term	School website & core IT provision may not be accessible to children with SEND	Audit of provision <i>note school websites are generally for information not to support learning</i>	HLTY Exec Asst/SENCO	Autumn 2020	Website & core IT provision are fully accessible	Spring 2021