



Roose Community Primary School

Accessibility Plan

Created in collaboration with our legal expert

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Aims of the Accessibility Plan

This plan outlines how Roose Community 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:

Signed by:

J Redhead

Headteacher

Date: 1.7.21

F Chatfield

Chair of governors

Date: 1.7.21

- 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

- 1.1. The governing board will undertake an annual Accessibility Audit.
- 1.2. 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.
- 1.3. When conducting the audit, the governing board 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
- 1.4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

- 1.5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
- 1.6. 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
Short term	Staff members need to assess each year whether the curriculum is accessible	Audit of the curriculum	Headteacher, teachers, SENCO	September each year	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer each year and pass onto next teacher
	Check whether staff members have the skills to support pupils with SEND	INSET provided to staff members Training for teachers on differentiating the curriculum	Headteacher, external advisors, SENCO	Summer each year	Staff members have the skills to support pupils with SEND	Autumn each year
Medium term	School trips do not take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO	September each year	Planning of school trips takes into account pupils with SEND	Summer each year

Long term	Pupils with SEND cannot access lessons	Provide tablets and other adjustments for pupils with SEND	Headteacher, ICT manager, SENCO	Autumn each year	Pupils with SEND can access lessons	Summer each year
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Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Management does not know if the school's physical environment is accessible	Audit of physical environment	SLT	September each year	School is aware of accessibility barriers to its physical environment and will make a plan to address them	September each year
Medium term	Learning environment of pupils with visual impairments is not accessible	Incorporation of appropriate colour schemes	Senco	September each year	Learning environment is accessible to pupils with visual impairments	September each year
	Toilets are not accessible	Contact OT for advice and implement changes	Senco	Summer each year in prep for Sept.	Access to toilets is increased	Sept each year

Long term	Children with physical disabilities cannot access school buildings	If necessary, construction work undertaken	SLT	Summer 2summer each year	School buildings are fully accessible	Autumn each year
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Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Management staff do not know whether school information is accessible or not	Audit of information and delivery procedures	SENCO, IT manager, HT	Summer each year	School is aware of accessibility gaps to its information delivery procedures	Summer each year
	School does not know how to make written information accessible	Schools seeks advice from external advisors	SENCO	Summer each year	School is aware of local services for converting written information into alternative formats	Autumn each year
Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when	SENCO, ICT manager	Summer each year	Written information is fully accessible to children with visual impairments	Autumn each year

		refurbishing and install window blinds				
Long term	School website is not accessible to children with SEND	Audit of website	ICT manager	Summer each year	Website is fully accessible	Autumn each year