

# Aims of the Accessibility Plan



This plan outlines how Spring Vale Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if 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:

- 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:

The governing board will undertake a regular Accessibility Audit. 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.

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

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

The actions that will be undertaken are detailed in the following sections of this document.

## Access to Curriculum – Action plan

| Target   | Who                            | Timescale                  | Outcomes / Success Criteria   | Complete   |
|--|--------------------------------|----------------------------|---|--|
| Learning aids to be produced   | SENDCO                         | Ongoing                    | Resources from external agencies made and available for use e.g. dyslexia friendly resources and resources for visually impaired pupils | In line with current pupils needs  |
| Intervention training for support staff  | SENDCO                         | Ongoing                    | Support staff able to work with increased knowledge and provide appropriate resources for pupils  | In line with current needs   |
| Termly learning support meetings to take place to assess and address pupil needs.          | SENDCO                         | Via annual EHCP assessment | Pupil needs reviewed and being addressed.   | In line with pupil's personal plans  |
| Training for teachers on differentiating the curriculum for disabled children as required. | Headteacher/Deputy headteacher | Ad hoc                     | Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.            | Yes  |
| Staff trained to meet individual medical needs of pupils where applicable.                 | Headteacher/Deputy Headteacher | Ad hoc                     | Staff completed training for specific needs.  | Epi pen training and diabetes awareness training for relevant staff in line with pupil needs |

## Access to the Physical Environment – Action plan

| Target   | Who                      | Timescale | Outcomes / Success Criteria                       | Complete |
|--|--------------------------|-----------|---|----------|
| Ensure each area of the school has wheelchair access and egress. | Site Manager/Headteacher | Ad hoc    | The environment is adapted to the needs of pupils | Yes      |

|   |             |  |  |     |
|---|-------------|--|--|-----|
| Develop a disabled access toilet                        | Headteacher |  | A disabled access toilet available in the main entry.                      | Yes |
| Emergency systems to have visual alarms                 | Headteacher |  | Visual alarms fitted   | Yes |
| All new internal doors accessible for wheelchair users. | Headteacher |  | Deputy / Headteacher<br>Newly installed doors to be wheelchair accessible. | Yes |

### Access to Information – Action plan

| Target   | Who         | Timescale | Outcomes / Success Criteria  | Complete                   |
|--|-------------|-----------|--|----------------------------|
| Understand the needs of pupils and ensure information is available in relevant formats <ul style="list-style-type: none"> <li>• Large print</li> <li>• Braille</li> <li>• Pictorial or symbolic representations</li> </ul> | SENDCO      | Ad Hoc    | Pupils have access to curriculum information and all other school information in a format that meets their needs | In line with current needs |
| Ensure signage is suitable for non-readers, is clear and well situated   | Headteacher | Ad Hoc    | Pupils are able to navigate the school regardless of any disability  | In line with current needs |
| The school makes itself aware of the services available through the LA for converting written information into alternative formats   | Headteacher | Ad Hoc    | Pupils have access to curriculum information and all other school information in a format that meets their needs | In line with current needs |