

Penryn Primary Academy

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 **Penryn Primary Academy** 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 Heads of School 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.

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| Signed by: | | | |
|  | **Director** | Date: |  |
|  | Chair of hub council | Date: |  |

Next review date: Sept 2020

**Planning duty 1: Curri****culum**

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.

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|  | **Risk** | **What** | **Who** | **When** | **Outcome criteria** | **Review** |
| **Short term** | Staff members do not know whether the curriculum is accessible | Audit of curriculum  Reasonable adjustments made to ensure accessibility | Curriculum lead /teachers/  SENDCo | Spring 2018 | Management and teaching staff are aware of the accessibility gaps in the curriculum | Spring 2020 |
| Staff members do not have the skills to support pupils with SEND | INSET provided to staff members  Training for supporting children.  External agency support requested. | Head of School/ External advisors/  SENDCo | Autumn 2018 | Staff members have the skills to support children with SEND | Autumn 2019 |
| **Medium term** | School trips do not take into account pupils with SEND | Needs of pupils with SEND incorporated into planning process | Teachers/  SENDCo | Spring 2018 | Planning of school trips takes into account pupils with SEND | Spring 2019 |
| **Long term** | Pupils with SEND cannot access lessons | Provide tablets and other reasonable adjustments for pupils with SEND | Head of School/ SENDCo/ Phase leaders | Autumn 2017 | Pupils with SEND can access lessons | Summer 2018 |

**Planning duty 2: Physical en****vironment**

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.

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|  | **Risk** | **What** | **Who** | **When** | **Outcome** | **Review** |
| **Short term** | Management does not know if the school’s physical environment is accessible | Audit of physical environment  Possible referral to PD at the MARU. | Interserve and school staff.  SENDCo | Spring 2017 | School is aware of accessibility barriers to its physical environment, and will make a plan to address them | Summer 2018 |
| **Medium term** | Learning environment of pupils with physical disabilities are not accessible | School follow advice from external support agencies to ensure learning environment is accessible to all | SENDCo | Summer 2017 | Learning environment is accessible to pupils with physical disabilities | Autumn 2018 |
| Toilets are not accessible | Handrails installed | Health and Safety co-ordinator | Summer 2018 | Access to toilets is increased | Autumn 2018 |
| **Long term** | Children with physical disabilities cannot access school buildings | Construction work undertaken | School business manager/building contractors | Summer 2018 | School buildings are fully accessible | Autumn 2018 |
| Pupils with disabilities have a range of needs which require individual planning for | Individual Risk Assessments carried out  Personal Emergency Evacuation Plans in place (PEEPs)  Individual Safety Plans (ISP)in place  Individual Health Care Plans (IHP) in place  Intimate Care Plans (ICP) in Place | SENDCo and Class Teachers | Spring 2018 | Pupils have plans in place to ensure health and safety needs are risk assessed and planned for | Autumn 2018 |

**Planning duty 3: Inform****ation**

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.

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|  | **Risk** | **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 | SENDCo/Heads of School | Spring 2018 | School is aware of accessibility gaps to its information delivery procedures | Summer 2018 |
| School does not know how to make written information accessible | School seeks advice from external advisors | SENDCo | Summer 2018 | School is aware of local services for converting written information into alternative formats | Autumn 2020 |
| **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 | SENDCo/ICT manager | Spring 2018 | Written information is fully accessible to children with visual impairments | Summer 2018 |
| **Long term** | School website is not accessible to children with SEND | Audit of website | ICT manager | Summer 2018 | Website is fully accessible | Autumn 2018 |