

Golden Flatts Primary School
Accessibility Plan

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1. Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing body of Golden Flatts 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 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 Executive Headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually following an accessibility audit which will take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

The Accessibility Audit

The governing body will undertake an **annual** 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 body 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 body 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.

Review Date: September 2024
Reviewed by: S. Sharpe
Next Review Date: August 2025

Planning duty 1: Curriculum

Federation Governing body 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 criteria	Review
Short term	Pupils who are academically 2 years below their chronological stage with Cognition and Learning and/or Communication and Interaction as an area of need make progress in reading, writing and maths due to the whole school and small steps assessment system being too broad their progress is not always evident	Introduce and embed PIVATs assessment for pupils working 2 years below their chronological age.	SENDCO LF/GF	Autumn 2024	All teachers are aware of pupils with Cognition and Learning and/or Communication and Interaction needs and will seek support where appropriate to map the pupil's learning onto the PIVATs assessment, therefore ensuring all pupils progress in learning is tracked effectively.	Summer 2025

Planning duty 2: Physical environment

Federated Governing Body 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	Review
Short term	To ensure the school's personal care environment is accessible	To improve the accessibility to the disabled toilet area by reallocating surrounding space.	HOS	Autumn 2024	Disabled toilet is accessible	Summer 2025

Planning duty 3: Information

Federated Governing Body 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
	Communication of the particular accessibility needs of those pupils with diagnosed disabilities to be clearer	Equality Passport to be created and shared with school staff	HOS (SENDco)	Autumn 24	All staff are aware of the accessibility requirements for pupils	Summer 2025