

St Minver School



# 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 St Minver 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 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 headteacher 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.

Signed by:

_____	Jo Rodwell	Date: _____
_____	SENCOs	Date: _____

Next review date: \_\_\_\_\_

## Planning duty 1: Curriculum

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.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff members do not know whether the curriculum is accessible	Carry out an Audit of curriculum with all staff members	Head of School/ teachers/ SENCO	Summer 2019	Identify any areas of the curriculum that are not accessible to all children	
	Staff members do not have the skills to support all pupils with SEND	An audit to take place in the summer term to ensure all staff are specifically trained to meet the needs of children coming in to their class in the following autumn term	Head of School/ External advisors/ SENCO	Summer 2019	Identify any training needed to ensure all staff are trained to meet the needs of all pupils with SEND coming in to their class the following Autumn	
Medium term	School trips do not take into account all pupils with SEND	Needs of pupils with SEND incorporated into planning process and risk assessments	Teachers /SENCO	Autumn 2019	All children with SEND are identified in the planning of trips to ensure they take part in all school trips safely	

		Autism Champion to create Social Stories where necessary				
<b>Long term</b>	All pupils with SEND cannot access lessons	Audit to identify resources and strategies that are needed to access lessons	Head of School/teachers /ICT Manager / SENCO	Spring 2020	For children with SEND to have identified resources and strategies needed to access lessons	

## Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome criteria	Review
<b>Short term</b>	Management to review whether the school's physical environment is accessible	Audit of physical environment to ensure disabled pupils/parents/visitors have parking facilities	Aspire Management Team	Spring 2019	For disabled pupils, parents and staff to have access to a marked disabled bay	
<b>Medium term</b>	Learning environment of pupils and staff with hearing impairment is not accessible	Audit of hearing impairment friendly environments	Management	Autumn 2019	Identify areas pupils and staff with hearing impairment	
<b>Long term</b>	Children with physical disabilities cannot access the gallery area.	Seek advice on accessibility for wheelchair users and physical disabilities.	Management/building contractors	Spring 2020	Have an awareness and plan for those who cannot access the gallery area	

## Planning duty 3: Information

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management staff to know whether school information is accessible or not	Audit of information delivery procedures	Head of School/teachers /ICT Manager/ SENCO	Spring 2019	All staff to know whether school information is accessible or not	
	School does not know how to make written information accessible	Audit accessibility of information	Head of School/teachers /ICT Manager/ SENCO	Autumn 2019	Seek advice about making identified information accessible	
Medium term	Written information is not accessible to pupils with visual impairments	Consider ways that the school could provide written information in alternative formats for a pupil with a visual impairment	.	Summer 2019	Provide written information in alternative formats	
Long term	School website is not accessible to children with SEND	Audit of website	Head of School/teachers /ICT Manager/ SENCO	Spring 2020	Seek advice on ways to make identified areas of website more accessible to children with SEND	