Accessibility Plan

Aims of the Accessibility Plan

This plan outlines how Hope Federation of Church of England Primary Academies Brisley, Rudham and Weasenham) 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

1.1. The governing board will undertake a regular 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.

DISABILITY ACCESS PLAN

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria
ACCESS TO CURRICULUM Ensure access to computer technology appropriate for pupils with disabilities.	▪ ICT plan includes prioritised purchasing list for computer technology as required for pupils with disabilities. ▪ School staff to update on available technology on a termly basis. • Referral to ATT (Access Through Technology) when required.	As required - unless needs of pupils in school require immediate action.	Up to £500 p.a.	All key leaders.	Governors.	Access to appropriate computer technology will be improved for all disabled pupils.

ACCESS TO CURRICULUM Reflect identified areas of need in lesson planning and delivery.	▪ Incorporate Quality First Teaching into all planning. ▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school & anticipatory duties. ▪ Purchase of resources to increase student participation.	Ongoing.	Curriculum area plans.	All staff.	S.L.T. Governors.	Improved access to curriculum for all pupils.
ACCESS TO CURRICULUM Prioritise student participation in school activities.	▪ Ensure student activities are accessible to all students and adapt where appropriate.	Ongoing.	As in L team action plan.	Governors. Pastoral support.	S.L.T. Governors.	Increased participation in school life for students with disabilities.
SCHOOL POLICIES Ensure all policies consider the implications of Disability Access.	▪ Consider all policies in view of priorities.	Ongoing.	n/a.	Governors.	Governors.	Access to all aspects of school life for all students.

SCHOOL BUILDINGS Ensure that access to school buildings and site can meet diverse pupil needs.	• Accessibility & clarity of signs around school. • Awareness of independent access. • Clear identification of room functions.	Ongoing.		S.L.T Governors.	Governors.	Access to school buildings and site improved.
CLASSROOMS Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs & actions for future improvements.	• Plan classrooms in accordance with pupil need. • Organise resources within classrooms to reflect student need. • Incorporate accessibility into any proposed structural alternatives. • Provide quiet areas within the school. • Think beyond the ramp. Look at accessibility in all areas of school life.	Ongoing.	£1,500	S.L.T Governors. All Teaching staff	Governors.	Appropriate use of resources for diverse needs of pupils with disabilities.

| NEWSLETTERS & DOCUMENTS

Availability of newsletters and school documents in alternative formats. | ▪ Letters in first language.

▪ Large print & audio when required.

▪ Text.

▪ E-mail.

• School websites. | Ongoing. | £500 p.a. | S.L.T

Governors.

All staff | Governors. | Pupils with disability and parents will be able to access the required information. |
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Consideration must be given to the school's position as regards accessibility.