

Duffield Meadows Primary School



Accessibility Plan

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Headteacher's signature: 

Chair of Governors' signature: 

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Aims of the Accessibility Plan

This plan outlines how Duffield Meadows Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where 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 an annual 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.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Staff members do not know whether the curriculum is accessible	Audit of the curriculum	Headteacher, teachers, SENCO	Summer 21	Management and teaching staff are aware of the accessibility gaps in the curriculum	Spring 2022
Medium term	All out-of-school activities are planned to ensure the participation of all our pupils.	Check all out-of-school provision to ensure compliance with legislation that will allow all our pupils to take part.	Teachers, SENCO	Autumn 21	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	Summer 2022
Long term	Pupils with SEND cannot access lessons	Provide tablets/computers and other adjustments for pupils with SEND	Headteacher, ICT manager, SENCO	Autumn 20	Pupils with SEND can access lessons	Autumn 2022

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Ensure that all areas of school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	Audit accessibility of school buildings and grounds. Governors Premises Committee to check accessibility and then produce actions as part of minutes.	SENDCO Resources Governors HT	Summer 2021	Necessary modifications will be made to school as required. Monitored at Premises meetings.	Spring 2022
Medium term	Learning environment of pupils with visual impairments is not accessible	Incorporation of appropriate colour schemes	SENDCO SBM	Spring 2022	Learning environment is accessible to pupils with visual impairments	Autumn 2022
Long term	Ensure any proposed 'new build' project is physically accessible for everyone.	Project manager appointed will ensure compliance with building regulations regarding accessibility.	SENDCO SBM HT Governors	Any future projects	Any new construction will be fully accessible.	

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Management staff do not know whether school information is accessible or not	Audit of information and delivery procedures	SENCO, ICT technician	Summer 2021	School is aware of accessibility gaps to its information delivery procedures	Spring 2022
	Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings.	Clerk to Governors to add to list of required publication details.	SENCO	Summer 2021	Adherence to current legislation. Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings.	Autumn 2021
Medium term	Training to raise awareness of equality and disability issues generally, and when specific issues arise.	Discuss issues in school evaluation sessions. Provide training for governors, staff, pupils and parents when required. Pupil needs to be discussed at pupil review / IEP meetings	SENCO, ICT technician	Spring 2022	Whole school community aware of issues relating to equality and disability issues	Summer 2022
Long term	School website is not accessible to children with SEND	Audit of website	ICT technician	Autumn 2022	Website is fully accessible	Spring 2023