



Accessibility Plan

This Review	Next Review
January 2019	January 2022

Statement of Intent

This plan should be read in conjunction with the Academy Strategic Plan and outlines the proposals of the governing body of Primrose Hill Church of England 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 Trust 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 Head and other relevant members of staff
- Governors
- External partners

This plan is reviewed every three years or sooner to take into account the changing needs of the schools and its pupils, and where the academy has undergone a refurbishment.

Planning duty 1: Curriculum

Governing bodies 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	Audit of curriculum	Head/ teachers/ SENDCo	Spring 2019	Management and teaching staff are aware of the accessibility gaps in the curriculum	Spring 2022
	Staff members do not have the skills to support pupils with specific SEND	On-going training for teachers on differentiating the curriculum	Head/ teachers/ SENDCo	Spring 2019	Staff members have the skills to support children with SEND	Spring 2022
Medium Term	School trips/swimming do not take into account pupils with SEND	Needs of pupils with SEND incorporated into planning process	Teachers/SENDCo	Spring 2019	Planning of school trips/swimming takes into account pupils with SEND	Spring 2022
Long Term	Pupils with SEND cannot access lessons	Provide tablets and other adjustments to pupils with SEND	Head/ Computing co ordinator/ SENDCo	Spring 2019	Pupils with SEND can access lessons	Spring 2022

Planning duty 2: Physical Environment

Governing bodies 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 Criteria	Review
Short Term	Learning environment of pupils with impairment is not accessible	Incorporation of appropriate schemes / IT solutions	Head/ teachers/ SENDCo/caretaker	Spring 2019	Learning environment is accessible to pupils with visual impairments/physical disabilities	Spring 2022
	Management does not know if the school's physical environment is accessible	Audit of physical environment	Surveyors/DGAT premises staff	Spring 2019	School is aware of accessibility barriers to its physical environment, and will plan to address them	Spring 2022
Medium Term	Care suite heating is inefficient	Prevent heat loss through central vent	SENDCo/Caretaker	Spring 2019	Temperature in Care Suite is suitable	Spring 2022
Long Term	Many levels in KS2 playground affect pupils with visual impairment	Reconfigure area outside portacabin and central steps	Head/ SENDCo	Spring 2019	Pupils with SEND can exit and enter buildings safely	Spring 2022

Planning duty 3: Information

Governing bodies 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
Short Term	Management staff do not know whether school information is accessible or not	Audit of information delivery procedures	SENDCo/Computing coordinator	Spring 2019	School is aware of accessibility gaps to its information delivery procedures	Spring 2022
	School does not know how to make written information accessible	School seeks advice from external advisors	SENDCo	Spring 2019	School is aware of local services for converting written information into alternative formats	Spring 2022
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)	SENDCo/Computing Co coordinator	Spring 2019	Written information is fully accessible to pupils with visual impairments	Spring 2022
Long Term	School website is not accessible to pupils with SEND	Audit of website	Head/ Computing coordinator/ SENDCo	Spring 2019	Website is fully accessible	Spring 2022