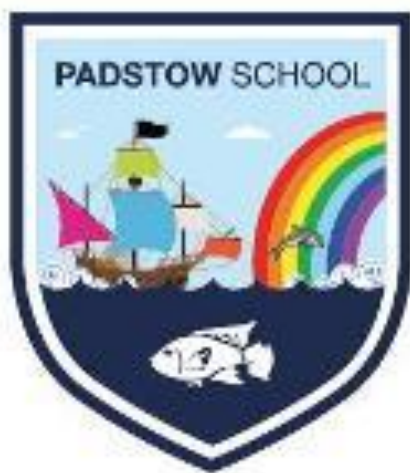


# Accessibility Plan

## Padstow Academy



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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 Padstow 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 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.

Date: 5<sup>th</sup> September 2017

Next review date: September 5<sup>th</sup>

## 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
<b>Short term</b>	DSEN covers a vast range. The school understands the needs of current DSEN pupils in relation to the curriculum but is less aware of the accessibility curriculum in relation to potential future students with DSEN.  School needs to determine if there are any accessibility gaps in the curriculum for current pupils with DSEN.	Regular audit of curriculum	Head of school / teachers/SENCO	Spring 2017	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2017
	School needs to determine if relevant staff have skills to deal with pupils with DSEN.	Audit current skills of staff and INSET provided to staff members  Training for teachers on differentiating the curriculum as required.	Head of school / External advisors/SENCO	Summer 2017	Staff members have the skills to support children with SEND	Autumn 2017
<b>Medium term</b>	School trips are planned with SEND children's needs in mind but this is not always reflected in the planning.	Needs of pupils with SEND incorporated into planning process	Teachers/SENCO	Autumn 2017	Planning of school trips takes into account pupils with SEND	Summer 2017

<b>Long term</b>	To assess future pupils needs against the curriculum to assess accessibility,	Make reasonable adjustments to the curriculum for pupils with DSEN as required.	Headteacher/ICT Manager/SENCO	Autumn 2018	Pupils with DSEN can access the curriculum fully.	Spring 2019
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## Planning duty 2: Physical environment

Hub councils 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
<b>Short term</b>	People with auditory difficulties may find it difficult hearing in the main reception area.	Consider installing a hearing loop.	Executive headteacher to discuss with Aspire premises team.	Spring 2017	All adults and children are able to hear well in the main reception area.	Summer 2017
<b>Medium term</b>	Access from classroom doors is inhibited by a step.	Consider portable ramp to ensure access through these doors.	School site and facilities staff. Contractors.	Summer 2017	Access to the school is improved.	Autumn 2017
<b>Long term</b>	Persons with hearing loss are not warned of fire by alarms	Consider replacement of fire warning systems.	School business manager/building contractors	Summer 2020	Visual and audible alarm systems are present.	Autumn 2020

## Planning duty 3: Information

Hub councils 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
<b>Short term</b>	Management are aware that some information provided is not easily accessible.	Audit of information delivery procedures	SENCO/ICT manager	Spring 2017	School is aware of accessibility gaps to its information delivery procedures	Summer 2017
<b>Medium term</b>	Some written information is not accessible to people with visual impairments	Provide written information in alternative formats	SENCO/ICT manager	Spring 2018	Written information is fully accessible to all with visual impairments	Summer 2019
<b>Long term</b>	People with DSEN may not be able to fully access all areas of the School website.	Audit of website	ICT manager	Summer 2017	Website is fully accessible	Autumn 2020