



## **PADSTOW SCHOOL**

### **Accessibility Plan 2020-21**

#### **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 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.

#### **Key Aims:**

- 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 education, benefits, facilities and associated services provided.
- Improve the ability 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 considering 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:

- Parents / carers of pupils
- Head of School and other relevant members of staff
- Hub Councillors
- External Partners

This plan is reviewed annually to consider the changing needs of the school and its pupils, and where the school has undergone a refurbishment.

Date: 1 November 2020

Signed by: Kate Whitford, Head of School

## Planning Duty 1: Curriculum

An audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers should be carried out. 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 considering pupils' disabilities and the preferences of the pupils themselves or their parents / carers.

Accessibility Outcome	Action to ensure outcome	Who	Long, medium or short term	Review date	Notes
All members of staff have the skills to support children with SEND.	Regular staff meetings.  Key Stage meetings.  CPD opportunities identified to support new members of staff.  SENDCo, Pastoral Lead & HoS to discuss needs of children within each class and strategies to support pupils with SEND.	SENDCo Pastoral Lead HoS Subject Leads Key stage leads External agencies as appropriate	Medium	October 2021	
The school needs to determine if there are accessibility gaps in the curriculum for current and new pupils with SEND.	Regular audit of curriculum and SEND provision.	HoS Teachers SENDCo Pastoral Lead	Medium	October 2021	

## Planning Duty 2: Physical Environment

An audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers should be carried out. 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 considering pupils' disabilities and the preferences of the pupils themselves or their parents / carers.

Accessibility Outcome	Action to ensure outcome	Who	Long, medium or short term	Review date	Notes
School accessibility maintained for all pupils and adults.	Site and internal accessibility is in place.	Head of School SENDCo Pastoral Lead Site Manager	Long term	October 2021	

### Planning Duty 3: Physical Environment

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the 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 pupil's disabilities and the preferences of the pupils themselves or their parents/carers.

Accessibility Outcome	Action to ensure outcome	Who	Long, medium or short term	Review date	Notes
Pupils with SEND to be ensured equal access to all information.	<p>Audit of information delivery procedures including hearing and visual impairments.</p> <p>Information to be available in a variety of formats and delivered in a range of ways to meet individual needs.</p> <p>School seeks advice from external advisors as and when required.</p>	Head of School SENDCo Pastoral Lead Site Manager	Long term	October 2021	

<p>All relevant staff are aware of any information around specific children.</p>	<p>Transition handover meetings with new teachers / previous settings. Regular safeguarding / TAC / Multi-agency meetings including SENDCo.</p> <p>Class information Venn Diagrams kept up to date &amp; accessible to all staff in the Shared Area.</p> <p>SENDCo, DSL, Pastoral Lead to ensure new members of staff are aware of any child, relevant to them who has specific needs .</p>	<p>Key stage Leads SENDCo Head of School</p>	<p>Long</p>	<p>October 21</p>	
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