



# Ireby Church of England Primary School

## Accessibility Plan

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Signed by:

\_\_\_\_\_  \_\_\_\_\_ Head Teacher    Date: 3<sup>rd</sup> October 2020

\_\_\_\_\_  \_\_\_\_\_ Lead Governor    Date: 3<sup>rd</sup> October 2020

Next review date: October 2021

School Governance:

Responsibility of Full Governing Body

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# Statement of intent

This plan outlines the proposals of the governing body of Ireby Church of England School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

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
- Ensure that employees with disabilities are supported with special provision 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 the:

- Parents of pupils
  - Employees
  - Governors
  - External partners
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## Planning Duty 1

Governing bodies should undertake an audit of the extent in 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.

## Planning Duty 2

	Issue	What	Who	When	Outcome criteria	Review
<b>Short term</b>	Staff members do not know whether the curriculum is accessible.	Audit of curriculum	Headteacher / Teachers / SENCO	Summer 2015	Management and teaching staff are aware of the accessibility gaps to the curriculum.	Autumn 2018
	Staff members do not have the skills to support pupils with SEND	INSET provided to staff members.	Headteacher / External advisors / SENCO	Summer 2015	Staff members have the skills to support children with SEND.	Autumn 2018
<b>Medium term</b>	School trips do not take into account children with SEN and disabilities	Needs of children with SEND incorporated into planning process.	Teachers / SENCO	Spring 2016	Planning of school trips takes into account children with disabilities.	Summer 2019
<b>Long term</b>	Supporting Pupils with SEND cannot access lessons.	Provide tablets to pupils with SEND	Headteacher / ICT Manager / SENCO	Summer 2017	Pupils with SEND can access lessons.	Autumn 2020

Governing bodies should undertake an audit of the extent in 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.

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Management does not know if the school's physical environment is accessible.	Audit of physical environment.	Building surveyors	Summer 2015	School is aware of accessibility gaps to its physical environment.	Autumn 2015
<b>Medium term</b>	Learning environment of pupils with visual impairment is not accessible.	Incorporation of appropriate colour schemes.	School Business Manager	Summer 2015	Learning environment is accessible to pupils with visual impairments.	Autumn 2015
	Toilets are not accessible.	Handrails installed	School Business Manager	Spring 2016	Access to toilets is increased.	Summer 2016
<b>Long term</b>	Children with physical disabilities cannot access school buildings	Construction work undertaken	School Business Manager / Building contractors	Summer 2016	School buildings are fully accessible.	Autumn 2017

## Planning Duty 3

Governing bodies should undertake an audit of the extent in 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.

	Issue	What	Who	When	Outcome criteria	Review
<b>Short term</b>	Management staff does not know whether school information is accessible or not.	Audit of information delivery procedures.	SENCO / ICT Manager	Summer 2015	School is aware of accessibility gaps to its information delivery procedures.	Autumn 2015
	School does not know how to make written information accessible.	School seeks advice from external advisors.	SENCO	Summer 2015	School is aware of local services for converting written information into alternative formats	Autumn 2015
<b>Medium term</b>	Written information is not accessible to pupils with visual impairments	Purchase braille machine and translate.	SENCO / ICT Manager	Spring 2016	Written information is fully accessible to children with visual impairments.	Summer 2016
<b>Long term</b>	School website is not accessible to children with SEND.		ICT Manager	Summer 2016	Website is fully accessible.	Autumn 2017

