



NORTH CURRY
C of E PRIMARY SCHOOL

North Curry C of E Primary School

Accessibility Plan 2020-2023



Signed by:

_____ Headteacher

_____ Chair of governors

Date: _____

Date: _____

Review date: September 2023

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At North Curry CE Primary School:

We believe that every child is unique and valued. We aim to provide an environment in which all pupils feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs. We are committed to providing an education with aspirational outcomes, which enables all pupils to make progress, become confident individuals living life in all its fullness (John 10,10).

In our school our Christian vision shapes all we do. Our vision is underpinned by the Christian values of Koinonia, Kindness, Respect, Joy, Hope and Happiness.



North Curry C of E Primary School believes that all pupils are entitled to learn in a safe and supportive environment in line with our school vision and values.

Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing board of North Curry C of E Primary 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.

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 governing board 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, SENDCo and other staff
- Governors
- External agencies
- Richard Huish Trust

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.

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Next review date: _____

Planning duty 1: Physical Environment

Governing boards 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	Review
Short term	Ensure safety/emergency lighting is in place and working in school grounds	Weekly testing Annual checks	Caretaker and Headteacher T&C Electricals	Weekly	Safety and emergency lighting will ensure that the learning environment is both safe and accessible	July 2023
Medium term	Taps are not accessible	Twisting taps are removed and replaced with lever style handles in Minnow, Little Herons, Starfish and in the staffroom	RHT Caretaker	Autumn 2022	Access to taps is increased	July 2023
Long term	Children with physical disabilities cannot access temporary classrooms	CIF bid to replace temporary classrooms As and when necessary temporary ramps to be purchased to ensure wheelchair bound learners have access	Headteacher/ Admin Assistant	Ongoing	Temporary classrooms are fully accessible	July 2023

Planning duty 2: Curriculum

Governing boards 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	Staff members need to know how all areas of the curriculum are accessible for pupils with SEND	Audit of curriculum Termly SEND staff meetings	Headteacher/ teachers/SENCO	Ongoing	Management and teaching staff are aware of the accessibility gaps in the curriculum and all staff members have the skills to support children with SEND	July 2023
Medium term	School trips should take into account pupils with SEND	Needs of pupils with SEND incorporated into planning process/risk assessments	Teachers/SENDCO	Ongoing	Planning of school trips and risk assessments takes into account pupils with SEND	July 2023
Long term	Provide alternative ways in which pupils with SEND can access lessons	Provide tablets and other adjustments to pupils with SEND	Headteacher/IT Co-ordinator/SENCO	Ongoing	Pupils with SEND can access lessons in alternative ways	July 2023

Planning duty 3: Information

Governing boards 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	Staff may use abbreviations in school communications	Limit the use of abbreviations in school communication	All staff	Ongoing	School reduces accessibility gaps related to the use of abbreviations	July 2023
Medium term	Written information should be consistently accessible to pupils, staff and parents with visual impairments	Ensure appropriate fonts, additional support and resources. Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and install window blinds	SENCO/IT Co-ordinator/Headteacher/Admin Assistant	Ongoing	Written information is fully accessible to children with visual impairments Any re-decoration is done in a contrasting colour to walls and floor Blinds are fitted in all windows	July 2023
Long term	School website is not accessible to children with SEND	Audit and re-development of school website	IT Co-ordinator, Headteacher, SENDCo and Teapot web design	Ongoing	Website is fully accessible	July 2023