



North Curry C of E Primary School

Accessibility Plan 2023-2026



Signed by:

H Morley

Headteacher

G Slocombe

Chair of governors

Date: 18th September 2024

Date: 18th September 2024

Review date: September 2025

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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.

**Together
Everyone
Achieves
More**

through...

loving learning, loving one another and loving life itself

'Thou shalt love thy neighbour as thyself' Matthew 22: 37-39
AGAPE: The Good Samaritan Luke 10: 25-37



NORTH CURRY
C of E PRIMARY SCHOOL

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's **Quality Improvement 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.

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 2026 |
| Medium term | Taps are not accessible | Twisting taps are removed and replaced with lever style handles in Minnow, Little Herons, Seahorse and in the staffroom | RHT Caretaker | Autumn 2024 | Access to taps is increased | July 2026 |
| Long term | Children with physical disabilities cannot access temporary classrooms | Long term plan 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 2026 |

Planning duty 2: Curriculum

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 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 2026 |
| Medium term | School trips should take into account pupils with SEND | Needs of pupils with SEND incorporated into planning process/risk assessments | Teachers/SENCo | Ongoing | Planning of school trips and risk assessments takes into account pupils with SEND | July 2026 |
| 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 2026 |

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 2026 |
| 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 2026 |
| 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 2026 |