

1 ACCESSIBILITY PLAN OVERVIEW

This plan should be read in conjunction with the **Accessibility Policy** and **School Development Plan** and outlines the proposals of the governing board of **Randlay Primary School and Nursery** to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

Any key definitions

Person with a disability - defined by section 6 of the Equality Act 2010 as if he or she has "a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities".

Overarching principles

At Randlay Primary School and Nursery we are fully committed to being as inclusive as possible, so that every child can reach their full potential.

Accessibility plans should cover the three core areas (physical environment, curriculum and information) and anything else that is relevant, depending on the issues and circumstances for each school.

We also aspire to our school being as accessible as possible to all our parents/carers, staff and volunteers, whatever their needs and circumstances.

We believe that everybody stands to gain where schools are inclusive, diverse and responsive to the needs of their local communities.

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 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.
- 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 head teacher and other relevant members of staff
- Governors
- 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.

Signed by:

_____ **Head teacher** Date: _____

_____ **Chair of governors** Date: _____

Next review: _____

Planning duty 1: Curriculum

Objectives-SMART	Expected actions	Who	Timeframe	Progress Review/Date achieved
<p>Training for teachers and TA's in EYFS and KSI on ASD. All teachers and TA's are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum for pupils with ASD.</p>	<p>Audit of curriculum and resources to support pupils with ASD. INSET provided to staff members- AET training by external providers.</p>	<p>Head teacher/ teachers/TA's/SENCO/ External Advisors</p>	<p>Autumn 2024</p>	
<p>Training for teachers and TA's in Trauma Informed Practice. All teachers and TA's are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum for pupils with attachment difficulties.</p>	<p>INSET provided to all staff members- training by external providers. Completion of ARC accreditation.</p>	<p>Head teacher/ teachers/TA's/SENCO/ External Advisors SENDCO</p>	<p>Autumn 2024 Spring 2025</p>	

Planning duty 2: Physical Environment

Objectives-SMART	Expected actions	Who	Timeframe	Progress Review/Date achieved
School is aware of accessibility barriers to its physical environment and will make a plan to address them.	Audit of physical environment-ongoing improvements to signage, sensory environment, access, highlighting of steps and changes to levels.	SENDCO/School Business Manager	Spring 2025	
Learning environment is accessible to pupils with visual/hearing impairments	Audit of physical environment.	SiS/SENDCO	Ongoing	
School buildings are fully accessible.	Adjustments made where needed e.g. ramp at entrance	Governing body/School Business manager/SENDCO	Summer 2025	

Planning Duty 3: Information

Objectives-SMART	Expected actions	Who	Timeframe	Progress Review/Date achieved
School is aware of accessibility gaps to its information delivery procedures.	Audit of information delivery procedures	SENDCO/ICT manager/ School Business Manager	Spring 2025	
Website is fully accessible.	Audit of website	ICT manager/SENDCO	Summer 2025	
Written information is fully accessible to children/parents and carers with visual impairments.	Provide written information in alternative formats-large print, braille, audio format, using symbol system.	SENDCO/ICT manager/ School Business Manager	Summer 2025	