

Corsham Primary School

Accessibility Plan



July 2021 – July 2024

Date of Plan: July 2021

Next Review Date: July 2024

Aims of the Accessibility Plan

This plan outlines how Corsham Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have 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 curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the school must have regard to the need to allocate adequate resources in the implementation of this strategy.

The Local Governing Committee also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals 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 in consultation with:

- Pupils' parents
- The Senior Leadership Team and other relevant members of staff
- Governors
- External partners

This plan will be reviewed every three years to take into account the changing needs of the school and its pupils. The plan will also be reviewed if the school has undergone a refurbishment.

The Accessibility Audit

The school will undertake an Accessibility Audit every three years. The audit will cover the following three areas:

1. **Access to the curriculum** – the local governing committee will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
2. **Access to the physical environment** – the local governing committee will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
3. **Access to information** – the local governing committee will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

1. ACCESS TO THE CURRICULUM:

| | Targets | Strategies | Outcomes | Timescale |
|--------------------|---|---|--|------------------|
| Short Term | Ensure staff have access to specific training on issues related to disability, impairment and SEND needs. | Provide regular information for staff. Provide training opportunities at least annually. | Raised confidence and understanding amongst staff. | July 22 |
| Medium Term | Ensure all school trips and residentials are accessible to all. | Check accessibility of sites by discussing needs with site staff. Develop plans of action as needed and resource. | All children are able to access school trips and residentials and take part in the range of activities on offer. | July 23 |
| Long Term | Training for staff on increasing access to the curriculum for all pupils. | Medical needs training eg. Epipens. Intimate care policy and training for staf. Training from SALT, Behaviour support, Learning support teams. Ongoing guidance from specialists eg OH, school nurse, sensory support team, physiotherapists etc. Outreach support from local special schools/resource bases. | Staff are trained and able to ensure that the needs of all children are met and that they can access the curriculum. | July 24 |

2. ACCESS TO THE PHYSICAL ENVIRONMENT:

| | Targets | Strategies | Outcomes | Timescale |
|--------------------|---|--|---|-------------|
| Short Term | Move doorbell and fob pad further to the right to make it more accessible to wheelchair users | Make funds available. | Doorbell and fob moved. | Easter 2022 |
| | Look into costs of tactile information for entrances at both sites | Research into possible options. Make funds available. | Implement signage. | Easter 2022 |
| | Look into regular checking schedule of induction loops at both sites | Order portable test equipment | Schedule in place. | Dec 2021 |
| | Look into visual signals for school bells in halls on both sites | Research into possible options. Make funds available. | If appropriate install visual signals. | Dec 2021 |
| Medium Term | Look at possible position of a handrail for PP front entrance. | Have contractor undertake the necessary work. Make funds available. | If appropriate handrail put in place. | Dec 2022 |
| | Another drop kerb would be preferred for PP site main entrances | Have contractor undertake the necessary work. Make funds available. | Drop kerbs put in place at both sites. | Dec 2022 |
| | Install a permanent ramp for BW hall and consider possible handrail. | Have contractor undertake the necessary work. Make funds available. | Ramp installed with a handrail if appropriate. Need to have a time period available with no pupils on site for this work → summer holiday | Aug 2022 |
| Long Term | Look into visual fire alarm. | Look into feasibility and costings. | Install if appropriate. | Dec 2022 |

3. ACCESS TO INFORMATION:

| | Targets | Strategies | Outcomes | Timescale |
|--------------------|--|---|---|------------------|
| Short Term | Review information to parents/carers to ensure it is accessible. | When child is admitted to school ask parents about their access needs. Produce information in alternative formats where needed. | All parents/carers are receiving information from school in a format they can access. | July 22 |
| Medium Term | Hold discussion of access to information during all annual reviews. | Ask parents/carers and pupils about access to information and pupils preferred formats in all annual reviews. Develop strategies to meet needs identified. | Staff are more aware of pupil's preferred methods of communication. | July 23 |
| Long Term | Ongoing development of school website to be as accessible as possible. | Ongoing update to website to meet the needs of all parents/carers and pupils. | All stakeholders can access the school website in a way that meets their needs. | July 24 |

Completed Activities from previous Accessibility Plan:

| Targets | Strategies | Outcomes |
|--|--|--|
| Make Broadwood site hall step more identifiable. | Paint edges in a contrasting colour. | Step is more identifiable. |
| Improve front entrance signage for both sites. | Research into possible options. Make funds available. | Signage improved. |
| Install signage for induction loop at Pound Pill site. | Purchase signage. | Signage improved. |
| Look at orientation signage to other parts of the building for both sites. | Audit signs needed and make. | Signage in place. |
| Look into checking the function of induction loop on both sites. | Speak to IT providers to organise checks. | Induction loops checked. |
| Put signage up for all areas/rooms for both sites. | Audit signs needed and make. | Signage in place. |
| Remark car park at Broadwood site. | Organise contractor. Make funds available. | Disabled bays and parking spaces are clearly marked. |
| Make cream doors into new build area at Broadwood site more distinguishable. | Paint edges in a contrasting colour. | Door is more distinguishable. |
| Consider hearing loop in both school halls. | Speak to IT providers for feasibility and cost. | Hearing loops installed in both school halls. |