



Rainbow Primary School

Accessibility Plan

Created: February 2018

Review: January 2021

Contents

Statement of intent

1. Planning duty 1: Physical environment
2. Planning duty 2: Curriculum
3. Planning duty 3: Information

Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the Trust board of Rainbow 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 Head of School and other relevant members of staff
- Trustees
- 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 of School Date: _____

_____ Chair of Trust Date: _____

Next review date: _____

Planning duty 1: Physical Environment

Trustees 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	Children join the school with a disability and the school is not aware if adjustments need to be made.	Meet with parents, SENDCO, speak to Bradford Council 7 audit school physical environment.	Head of School & SENDCO meet with parents. Head of School and School Business Manager liaise with Health and Safety.	On allocation of new children	School is aware of accessibility barriers to its physical environment, and will make a plan to address them	Summer <u>2018</u>
Medium term	Learning environment of pupils with visual impairment is not accessible	Incorporation of appropriate colour schemes & appropriate sized text	SENDCO	Spring 2018	Learning environment is accessible to pupils with visual impairments	Summer <u>2018</u>

Planning duty 2: Curriculum

Trustees 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 do not know whether the curriculum is accessible	Audit of curriculum	Head of School/ teachers/ SENDCO	Spring 2018	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2018
	Staff members do not have the skills to support pupils with SEND	INSET provided to staff members Training for teachers on differentiating the curriculum	Headteacher/ External advisors/SENCO	Spring 2018	Staff members have the skills to support children with SEND	Summer 2018
Medium term	School trips do not take into account pupils with SEND	Needs of pupils with SEND incorporated into planning process	Teachers/SENCO	Autumn 2017	Planning of school trips takes into account pupils with SEND	Summer 2018
	Ensure that after school club and breakfast club are accessible for all pupils	Audit of club Risk assessment Speak to parents Make reasonable adjustments	Head of School / SENDCO / School Business Manager / Site manger	Autumn 2017	All pupils can access breakfast and after school clubs.	Summer 2018
Long term	Pupils with SEND cannot access lessons	Provide tablets and other adjustments to pupils with SEND	Headteacher/ICT Manager/SENCO	Autumn 2017	Pupils with SEND can access lessons	Summer 2018

Planning duty 3: Information

Trustees 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	Management staff do not know whether school information is accessible or not	Audit of information delivery procedures including website	SENCO/ICT manager/Head of School	Spring 2017	School is aware of accessibility gaps to its information delivery procedures	Summer 2018
	School does not know how to make written information accessible	School seeks advice from external advisors	SENCO	Spring 2017	School is aware of local services for converting written information into alternative formats	Summer 2018
Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments)	SENCO/ICT manager/ School Business Manager	Spring 2017	Written information is fully accessible to children with visual impairments	Summer 2018
Long term	School website is not accessible to children with SEND	Audit of website	ICT manager & Head of School	Spring 2017	Website is fully accessible	Summer 2018