

Cullercoats Primary School

Accessibility Plan 2022-2025

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Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing body of Cullercoats 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, benefit from 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 headteacher 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.

Next review date : June 2025 _____

Planning duty 1: Curriculum

Governing bodies 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	Curriculum is accessible to all pupils.	Audit of curriculum – Medium plans and development of curriculum links	Headteacher/ teachers/SENDCO/ EYFS Lead	April 2024	Management and teaching staff are aware of the accessibility gaps in the curriculum	July 2025
	*Remote Learning Availability	Examples of work clearly kept on the Website for any long term absence or potential closure	HT/SLT/Teaching Staff	Aut 22 Spring 23 Summ 23	Curriculum clearly visible for pupils and parents to understand and to access.	July 2024
Medium term	Staff members to have the skills to support pupil's emotional health.	INSET provided to staff members Training for teachers on differentiating/adapting the curriculum for pupil needs	Headteacher/ DHT Curric Lead EW-B Lead/LA advisors/ SENDCO	Spring/ Summer 2024	Staff members have the skills to support children with SEND	Summer 2025
Long term	All pupils to be able to access lessons (Remotely) *NB Refugees eg Ukraine	Provide tablets and other adjustments (eg Timetable/Space/) to all pupils where required.	Headteacher/ICT Manager/SENDCO	Summer 2024	Pupils with SEND can access lessons – virtual learning suite/resources for home/cloud use.	Summer 2025

Planning duty 2: Physical environment

Governing bodies 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	Review
Short term	Access to all areas of the school is clear and apparent to all users.	Plan of the school shows all major entry and exit points. Secure entrance point at North Entrance.	HT/SBM – seek advice from LA on DDA regulations.	Autumn 2022	All areas for access clearly defined. – alternatives considered eg. Stage North Hall (Access)	Summer 2024
Medium term	Learning environment supports all pupils those with emotional and additional needs.	Identification of safe and secure places for children to work and experience a safe, secure and soothing environment.	HT/SL/GB	Spring/ Summer 2023	Learning environment is accessible to pupils with SEMH – There are variety of intervention/nurture rooms for suitable use following the refurbishment	Summer 2024
	Review external space – field and Willow – appropriate access for all.	Look at changing part of the field into a MUGA with a variety of uses that support all children with their physical and emotional development.	HT/SLT/GB	Summer 2024	External areas of the school can be used for physical and emotional well-being. All areas are accessible to all.	Summer 2025
Long term	All external work planned and reviewed to encourage physical development and well-being.	Audit of facilities around the school – their use and accessibility for all pupils and staff.	HT/SBM	Summer 2024	School building/site is fully accessible.	Summer 2025

Planning duty 3: Information

Governing bodies 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	Audit School Comms/ website to ensure all text can be translated into different languages.	Audit of information delivery procedures for access to families, pupils, parents carers with EAL. Key information can be shared quickly with EAL children and parents via the website.	SLT/ICT manager	Academic year 2022-23	Any accessibility gaps to its information delivery procedures are reduced.	Summer 2024
Medium term	Written information is not accessible to visitors with visual impairments/EAL parents pupils	Provide written information in alternative formats where possible or the use of barcodes/QR codes to help translate. Review speech apps etc for the visually impaired.	HT/SLT/ SENCO/ICT manager	Summer 2024	Written information is fully accessible to children with visual impairments	Summer 2025
Long term	Communication	Ensure all information in all formats is readily available and accessible to pupils, parents, carers, staff and visitors.	SLT/ICT manager/GB	Summer 2024	Website is fully accessible	Summer 2025