



# Mawgan-in-Pydar School

## Accessibility Plan

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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 hub council of **Mawgan-in-Pydar 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 hub council 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
- Hub Councillors
- 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:

_____	<b>Headteacher</b>	Date: _____
_____	Hub councillor	Date: _____

Next review date: January 2021

## Planning duty 1: Curriculum

Hub councils 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	SEND covers a vast range. The school understands the needs of current SEND in relation to the curriculum but is less aware of the accessibility of the curriculum in relation to potential future pupils with SEND.  The school needs to determine if there are any accessibility gaps in the curriculum for current pupils with SEND.	Audit of curriculum.	Headteacher/ teachers/SENDCo	Spring 2020	Management and teaching staff are aware of the accessibility gaps in the curriculum.	Summer 2020
	Schools needs to determine if relevant staff have skills to deal with pupils with SEND.	Audit current skills of staff and training provided to staff members e.g. training on sensory processing. Training for teachers on differentiating the curriculum	Headteacher/ SENDCo/ External advisors	Througho ut 2019 / 2020	Staff members have the skills to support children with SEND.	Autumn 2020

		as required e.g. matching learning to needs.				
<b>Medium term</b>	<p>School sports currently provide limited coeducational (able bodies and less able bodies) provision.</p> <p>Schools trips do not take into account pupils with SEND.</p>	<p>Plan for extending the range of coeducation provision.</p> <p>Needs of pupils with SEND incorporated into planning process.</p>	Teachers/ SENDCo	Spring 2020	<p>Plans for coeducational provision are in place in case of need.</p> <p>Planning of school trips takes into account pupils with SEND.</p>	Summer 2020
<b>Long term</b>	To assess future needs against the curriculum to assess accessibility.	Make reasonable adjustments to the curriculum for pupils with SEND as required.	Headteacher/ICT Manager SENDCo	Autumn 2020	Pupils with SEND can access lessons.	Spring 2021

## Planning duty 2: Physical environment

Hub councils 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
<b>Short term</b>	Accessible parking is limited and not demarked.	Parking is communal village parking and not owned by the school. The parking is not tarmacked. There is access through the rear playground. Member of staff to meet at the rear entrance to support entrance to site if needed.	School staff	Spring 2020	Pupils requiring support to enter the site will be aided when necessary.	Summer 2021
<b>Medium term</b>	Limited facilities for those with physical needs	Provide medical room and non shared accessible toileting facilities.	School site and facilities staff, Aspire estates staff and contractors. (To be reviewed sooner if required).	Summer 2021	Appropriate facilities provided.	Autumn 2021
<b>Long term</b>	Persons with hearing loss are not warned of fire by alarms.	Consider replacing fire warning systems.	School site and facilities staff. Aspire estates staff and contractors. (To be reviewed sooner if required).	Summer 2021	Persons with hearing loss will be warned of fire by appropriate systems.	Autumn 2021

## Planning duty 3: Information

Hub councils 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
<b>Short term</b>	Some information is not accessible to people with visual impairments.	Provide written information in alternative formats as required.	Vision support team SENDCo/ IT and Communication s Manager	Spring 2020	Information is fully accessible to children with visual impairments.	Summer 2020
<b>Medium term</b>	Written information is not accessible to pupils with auditory impairments.	Provide written information in alternative formats as required.	Hearing support team SENDCo/ IT and Communication s Manager	Spring 2020	Information is fully accessible to children with hearing impairments.	Summer 2020
<b>Long term</b>	School website is not accessible to children with SEND.	Audit of website. (To be reviewed sooner if required).	IT and Communication s Manager	Summer 2021	Website is fully accessible.	Autumn 2021