

The Drive Community Primary School

Accessibility Plan

Policy Written:

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Policy Review:

June 2026

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Aims of the Accessibility Plan

This plan outlines how **The Drive Community 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:

1. Increase the extent to which pupils with disabilities can participate in the curriculum.
2. Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
3. 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 LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

1. Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
2. Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
3. Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

1. Pupils' parents.
2. The headteacher and other relevant members of staff.
3. Governors.
4. External partners.

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

The accessibility audit

The governing board will undertake an **annual** Accessibility Audit.

The audit will cover the following three areas:

Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.

Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

Access to information – the governing board 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.

Planning duty 1: Curriculum

Target	What	Who	When	Outcome	Review
In the case of another school closure, to ensure all children can access home learning during potential school closures of periods of self-isolation.	<p>Pre-made packs created for each year group in the short term.</p> <p>Differentiated for differing needs of children.</p> <p>Computing platform for virtual learning being discussed with LA.</p> <p>School website with home learning pages updated regularly.</p>	SMT/Class Teachers	Ongoing	<p>Children's learning is not adversely effected due to lockdown.</p> <p>Parents kept informed.</p>	Autumn 2024
To ensure all staff members are aware of the individual needs in their class and have appropriate training to facilitate the needs.	Audit of training needs to be conducted as part of transition meetings annually or as required with new admissions.	Headteacher, external advisors, SENCO	Ongoing	Staff members have the skills to support pupils with SEND	Summer 2025
To provide specialist equipment to promote participation in learning by all pupils.	Access the needs of the children in each class and provide equipment as needed e.g. special pencil grips, headphones, writing slopes etc.	SENCO/LST	Ongoing	Children will develop independent learning skills.	Summer 2025

Planning duty 2: Physical environment

Target	What	Who	When	Outcome	Review
Provide children with physical impairment easier access into courtyard area.	Audit of Physical environment. Seek advice and quotation for installation of ramp.	Building surveyors	Spring 2024	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Summer 2025.
PEEP Plans to be updated for students with physical impairment.	Update health and safety documentation for children with physical impairments.	SBM	September 2025	PEEP documentation on file and available to Class Teacher.	Autumn 2025.

Planning duty 3: Information

Target	What	Who	When	Outcome	Review
To ensure all children, parents, staff and visitors can access communication in/from school	<p>Translate function on website.</p> <p>Multilingual signs around school.</p> <p>Dual language books and dictionaries.</p> <p>Young Interpreters TA-EAL supporting families.</p> <p>Translators purchased where necessary.</p> <p>Universal picture cards</p>	SENCO/Business Manager	Ongoing	School is aware of accessibility gaps to its information delivery procedures	Autumn 2025
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	SENCO	Ongoing	Parents are informed of children's progress.	Autumn 2025
Ensure appropriate risk assessments are in place to support staff, parents and pupils.	Part of induction process allows senior leaders to assess the needs of volunteers, new staff	Business Manager	As required	Risk assessments are in place and support named persons to access the school and support daily routines	Autumn 2025