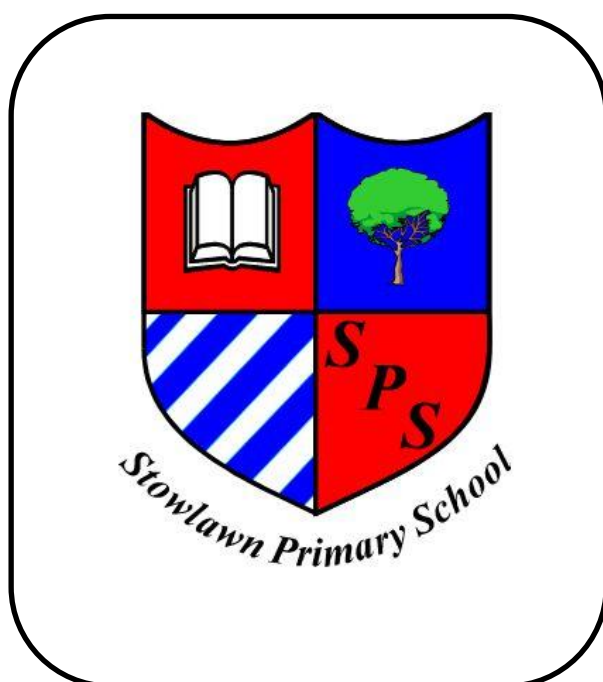


Stowlawn Primary School



Accessibility Plan

May 2020

Contents:

1. [Statement of intent](#)
2. [Planning Duty 1](#)
3. [Planning Duty 2](#)
4. [Planning Duty 3](#)

Statement of intent

This plan outlines the proposals of the governing body of Stowlawn 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.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment as the school expands to the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

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
- Ensure that employees with disabilities are supported with special provision 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 the:

- Parents of pupils
- Employees
- Governors
- External partners

Adopted at Full Governing Body Meeting on

Signed by

K Charles

Headteacher

Date: May 2020

S Nichols

Chair of Governors

Date: May 2020

Next review date: May 2023

Planning Duty 1

The Governing Body should undertake an audit of the extent in 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.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Review of inclusive curriculum.	Audit of curriculum	Headteacher / Teachers / Curriculum Lead / SENCO	Autumn Term 2020	Management and teaching staff are aware of the accessibility gaps to the curriculum.	Autumn 2021
Medium term	Teachers and support staff need increasing skills to teach the range of children with SEN and disabilities	Continued opportunities for training from services such as Educational Psychologist and Wolverhampton Outreach.	Teachers / Teaching Assistants / SENCO	Spring Term 2021	The skills of staff in supporting children with SEND are increased in line with current needs of the children.	Autumn 2021
Long term	Pupils with SEND cannot access lessons.	Evaluate what other resources might be needed for each child based on individual needs	Headteacher / Teachers / SENCO	Academic years 2020/21	Pupils with SEND can access lessons.	Autumn 2021

Planning Duty 2

The Governing Body should undertake an audit of the extent in which pupils with disabilities can access the physical environment on an equal basis with their peers. Short and long term action should then be identified to address specific gaps and improve access.

	Issue	What	Who	When	Outcome	Review
Short term	Review needed to ensure the school's physical environment is accessible.	Audit of physical environment.	Building surveyors Site manager	Autumn 20120	School is aware of accessibility gaps to its physical environment.	Autumn 2021
Long term	Children with physical disabilities need to be able to access school buildings.	Audit of physical environment.	Head Site manager	Summer 2021	School buildings are more accessible.	Autumn 2021

Planning Duty 3

The Governing Body should undertake an audit of the extent in 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.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Hearing Impaired (HI) children may struggle to access information.	Audit of information delivery procedures. Support from Hearing Impaired Service	Hearing Impaired(HI) support / SENCO share info with staff	Autumn 2020	Evaluate if further measures are necessary	Autumn 2021
Medium term	Written information may not be accessible to pupils with SEND	Look at how children are positioned in class / alternate ways of accessing information Support from Visual Impaired Service	VI support /Teachers	Autumn 2021	Written information is fully accessible to children with SEND	Autumn 2021

Long term	Verbal information may not be available to HI or those with Speech and Communication needs	CPD needed for staff	EP services during staff meeting.	Academic year 2020-2021	Use of alternate methods of communication used	Autumn 2021
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