

# Eccleston Mere Primary School

## Accessibility Audit



**Approved by:** Headteacher / Governing Body  
(signed electronically)

**Last reviewed on:** September 2021

**Next review due by:** September 2022

## **Aims of the Accessibility Plan**

This plan outlines how Eccleston Mere 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:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- 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:

- Monitor recruitment procedures to ensure that individuals 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 in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- 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 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.

	Issue	What	Who	When	Outcome	Review
Planning Duty 1:Curriculum	Further developing the skills of support staff, in supporting children with SEND.	INSET provided to staff members (January 2021)  Training for teachers on differentiating the curriculum (January 2021 and Spring INSET).	Headteacher, external advisors, SENCO	<u>Spring 2022 (January INSET)</u>	Staff members have the skills to support pupils with SEND	Summer 2022
	Alternate school visits to be offered, as required (Autism-friendly etc.)	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO	<u>Autumn-Spring Term 2022</u>	Planning of school trips takes into account pupils with SEND	Summer 2022
	Promoting and embedding a culture of early identification (of needs) within school.	Continued training and support, from specialists within the LA / external.	Headteacher, ICT manager, SENCO	Autumn 2022	Pupils with SEND can access lessons	Spring 2023

	Issue	What	Who	When	Outcome	Review
<b>Planning Duty 2: Physical Environment</b>	Changing facilities are not appropriate for KS1 children.	Resourcing of appropriate changing area for KS1 children.	School office / support staff and OT.	Autumn 2021.	Children can be changed in comfort, whilst staff are changing children in a safe manner.	Spring 2022
	Learning environment of pupils with visual impairments is not accessible	Incorporation of appropriate colour schemes	SBM	Autumn 2022- Summer 2023	Learning environment is accessible to pupils with visual impairments	Summer 2023

	Issue	What	Who	When	Outcome	Review
<b>Planning Duty 3: Information</b>	Office staff / support staff need to ensure that all medical information held is up-to-date and accurate.	Re-sending of medical forms on an annual basis, collation and dissemination.	Office Manager, Headteacher	Autumn (Sep, Oct) 2021	School is aware of any changes in needs.	Autumn 2021 (Oct-Nov)
	Health care plans need to be updated by the school nurse.	Arrange meetings of all children with a healthcare plan, so it can be updated.	Headteacher, Office Manager	Autumn-Spring 2022	School are aware of latest guidance regarding health conditions.	Spring 2021 – audit IHP's