



# Accessibility Plan

**Date of Issue: September 2018**

**Due date of review: September 2021**

All schools within The Priestley Academy Trust are committed to advancing and achieving equality of opportunity for all pupils, parents/carers/associated persons, staff, trustees, local governing board members and visitors. We believe that all people are of equal value and are entitled to equality of opportunity and that our diversity enriches our community.

## **Introduction:**

The Atlas Community Primary School Accessibility Plan has been based upon information the LA, an internal audit and the DfE. The Accessibility Plan will be reviewed annually in respect of progress and outcomes.

## **Rationale:**

At Atlas we are committed to providing an environment that enables full access for all pupils, staff and visitors regardless of their learning, physical, sensory, social, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to ensuring that we foster a culture of inclusion, support, awareness and respect throughout the school.

## **The Atlas Community Primary Accessibility Plan relates to the key aspects of physical environment, curriculum and written information:**

- Ensure access to the curriculum for pupils with a disability, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist

or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe (If a school fails to do this they are in breach of their duties under the Equalities Act 2010).

- Ensure access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

## Accessibility Plan 2018-21

### 1. Curriculum Access

Target	Action	Intended Outcome	Timescale	Lead	Impact
All pupils with disabilities and medical needs have specialist equipment and/or care plans available when recommended by external agencies.	<p>Liaise with pre-school providers to prepare for the new intake of children into EYFS each year.</p> <p>Identify pupils who may need adapted or additional provision.</p>	All pupils are able to access learning materials, resources and the full primary curriculum	<p>Pre-admission (May-July new Rec children, all year round when new children arrive)</p> <p>Annual reviews</p>	AHT Inclusion/SENDCo	
All out of school activities are planned and resourced to ensure the participation of all pupils.	<p>Ensure personalised risk assessments and access plans for individual children.</p> <p>Liaise with external agencies, identifying training needs and implementing training where needed.</p> <p>Ensure that actions, including emergency evacuation procedures, are clear</p>	<p>All pupils are afforded the same opportunities.</p> <p>Out of school activities will be conducted in an inclusive environment.</p>	Ongoing as need arises	HT /SENDCo	

	and that staff are capable of carrying them out.				
All staff are trained and deployed to support pupils' participation.	<p>Provide appropriate training when needs are identified.</p> <p>Staff skills are matched to pupils' needs.</p> <p>Staff are appropriately trained for medical requirements.</p>	All pupils' needs are met appropriately through effective deployment and training of staff.	Ongoing – PM, audits	AHT Inclusion/SENDCo	
There is improved access to our school.	<p>All staff ensure that the marked disabled access parking bay is accessible at all times.</p> <p>Work with parents to ensure clear access to the entrance</p>	All visitors can access the main entrance and park comfortably.	Ongoing	HT/SLT	

## Accessibility Plan 2018-21

### 2. Delivery of Written Information

Targets	Action	Intended Outcome	Timescale	Lead	Impact
Improve school-home communication	Ask parents how they prefer to be contacted and communicated with.  Review the way in which we communicate with parents and families (Widdup, Twitter, email, newsletters – more opportunities to be involved within the school environment)	The school provides different ways for parents to access communication. Written English is clear and concise.	Ongoing	HT	
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Arrange regular meetings with parents to ensure that they are accessing all information		Ongoing	All staff	