

# Atlas Community Primary School



**ATLAS**  
COMMUNITY PRIMARY  
**SCHOOL**

## Accessibility Plan

**2024-2027**



## **Statement of intent**

This plan should be read in conjunction with the School Development Plan and outlines the proposals of the Local Governing Board of Atlas Community 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.

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.

This plan will consider areas of disability and neurodiversity including but not limited to:

Ambulatory – use of wheelchairs or mobility aids.

Dexterity – everyday manual handling. Visual – impairments and sensitivities.

Auditory/Comprehension – including Autism and communication.

The governing board 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:

- Pupils and staff
- The parents/carers of pupils
- Local Governing Board
- The Priestley Academy Trust and other External partners

| Curriculum   |  |  |  |   |
|--|--|--|--|---|
| Target   | Action Points  | Who  | When   | Desired Outcome   |
| School vision and ethos  | Continually review to ensure that this reflects the equality duty, and that this vision and ethos is clearly wound through all areas of our curriculum                                 | Headteacher<br>DHT/SENCO                                   | At least annually  | All aspects of the school curriculum continue to be inclusive and clearly in line with our school's vision and ethos  |
| Pupils with SEND or medical needs have access to specific scaffolds, adaptive resources and/or equipment, particularly when this has been advised by external agencies | All staff to ensure that they have up-to-date knowledge of the needs of pupils in school<br><br>Ensure that Provision Maps are updated and that daily provision matches this in action | DHT/SENCO<br>Headteacher<br>Class Teachers<br>Office staff | Monthly  | All pupils are able to access learning and the full curriculum in a way which meets their individual needs  |
| Continue to ensure that school visits, clubs and events consider pupils with SEND to ensure access to participation for all pupils.                                    | Review each visit and activity to ensure all needs are considered. Small groups to be arranged as appropriate.   | DHT/SENCO<br>Class Teachers                                | Annually, plus ongoing for any additional opportunities that arise throughout the year | All pupils are able to access the full range of visits and extra-curricular activities on offer   |
| Continue training for all staff tailored to meet the needs of our pupils. Ensure a rolling programme of training covering medical needs                                | INSET provided to all staff members. Training for all on strategies to support curriculum access   | Headteacher<br>DHT/SENCO<br>Phase Leaders                  | Ongoing, monthly   | All staff are able to use a range of strategies well, and can make appropriate adaptations based on need<br>All staff have up-to-date training on pertinent medical issues and use this in practice effectively |
| Ensure that wellbeing – feelings of safety, security and happiness – remain at the heart of our whole curriculum   | All classrooms to have consistent emotional check-in points<br>All classes to deliver the 'My Happy Mind' programme in addition to PSHE lessons  | Headteacher<br>DHT/SENCO<br>Class teachers                 | Ongoing  | Pupils feel safe, secure and calm in school.<br>Pupils are able to seek support when they need to and can recognise when they need help.  |

| Physical Environment   |   |   |                                   |   |
|--|---|---|-----------------------------------|---|
| Target   | Action Points   | Who   | When                              | Desired Outcome   |
| Ensure that the physical environment consistently maintained muted, natural colour tones and warm lighting to reduce overwhelm | Conduct environment walks to ensure that any new rooms/displays to maintain consistency of approach                             | Headteacher<br>DHT/SENCO<br>Phase Leaders<br>Class teachers | Half-termly                       | Pupils remain calm, can self-regulate and feel safe and secure in all areas of school                                 |
| Create a new enhanced provision room for pupils who need a more bespoke and sensory curriculum                                 | Re-develop the library space for pupils with more complex SEND, and ensure a bespoke curriculum is in place to meet their needs | Headteacher<br>DHT/SENCO<br>Phase Leaders                   | Autumn term 2024                  | Pupils with additional needs all have access to a relevant and appropriate provision which is tailored to their needs |
| Information  |   |   |                                   |   |
| Target   | Action Points   | Who   | When                              | Desired Outcome   |
| The Admissions Policy is regularly reviewed to ensure compliance   | Review to ensure fair and equal access.   | Headteacher   | Annually                          | Pupils are admitted ensuring their needs can be met   |
| All parents to have access to Weduc for timely and appropriate two-way sharing of information                                  | Ensure that all parents and any new parents are signed up and have been shown how to access and use the app                     | Office staff  | Ongoing, on admission             | Parents are able to access the information they need  |
| The school website is clear and easy to access for key information   | Ensure that all of the relevant information is available and can be found easily  | Headteacher<br>COO<br>Admin team                            | Monthly updates                   | All visitors, parents and any other stakeholders can access key information about our school                          |
| Information can be translated for families who need it   | Ensure that admissions officer is able to access simple translation app   | Headteacher<br>Office staff                                 | Ongoing, when sharing information | There is no barrier to any parents or families  |