



Drake Primary School and Little Pirates

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Accessibility Plan

This plan outlines the proposals the Governing Body of Drake Primary School need to consider to increase access to education for children with disabilities in the three areas required by the planning duties in the Equality Act 2010. These include;

- Increasing the extent to which children with disabilities can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which children with disabilities can take advantage of education and associated services.
- Improving information delivery to pupils with disabilities which is readily available to other pupils.

The above procedures will be delivered within a reasonable time, and in ways which are determined after taking into account the pupil's disabilities and the views of parents/carers and child.

In the preparation of an accessibility strategy the LA must have regard to the need to allocate resources in the implementation of the strategy.

The plan will be resourced, implemented, reviewed and revised in consultation with relevant stakeholders.

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Actions completed from our last plan;

Hearing Impaired;

- Installed sound field system in hall.
- Teachers aware of children with hearing loss (temporary or permanent) so they can provide flexible seating arrangements according to need.
- Lighting for hearing impaired children is adequate.
- Blinds fitted.

Physical Access/ Facilities;

- Provided parking spaces for disabled.
- Hand rails on two toilets.
- Route from school boundary to main entrance accessible by wheel chair.
- 2 toilets for disabled provided.
- Main entrance wheel chair accessible.
- All exterior doors have ramps.

Visually impaired;

- Awareness of need to provide accessible written formats, as needed.
- Colour schemes are fine- good demarcation of where walls meets ceiling/floors.

New duties are as follows;

Planning Duty 1- Curriculum

Planning Duty 2- Physical Environment

Planning duty 3- Information

Planning duty 1: Curriculum

Governing Bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short medium and long term actions may be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time, and after taking into account pupil's disabilities and the preferences of themselves and of their parents/carers.

What we do-

- Curriculum is delivered in ways to remove barriers to learning. This includes the use of a variety of teaching styles and use of resources.
- Teaching is differentiated to meet needs
- All children take part in the full range of the curriculum
- Teachers know that for all to participate some children may need extra support- this could be in the form of equipment or additional staff.
- Staff recognise that children with disabilities may need extra time to complete tasks.
- The school has some technology for all pupils to use. If particular need identified the school will look into providing it.
- School visits are made accessible to all children.

| | Issue | What | Who | When | Outcome criteria | Review |
|---------|---|--|------------------------------------|-----------|---|-------------|
| Ongoing | Maintain an awareness of children who may need alternative forms of information and communication to access the curriculum. | The school will seek guidance from specialist support and take relevant training as needs are identified | Headteacher/ Teachers/ SENCo | as needed | Staff will have the resources and training to support children. | Summer 2023 |

Planning duty 2: Physical environment

Governing Bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short medium and long term actions may be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time, and after taking into account pupil's disabilities and the preferences of themselves and of their parents/carers.

The school is undergoing a significant building project. Throughout the build the Senior Leadership Team focus on access to the building for everybody as far as is reasonable. The new build and refurbishment should meet the requirements of the Equalities Act 2010. Once complete, in spring 2023, an audit of the Physical Environment will be carried out.

| | Issue | What | Who | When | Outcome criteria | Review |
|--|---|------------------------------|-----|-------------|----------------------------|-----------|
| | Shortfall in resource for students with ASD in Thetford | Increase in capacity for SRB | NCC | Summer 2022 | 16 place SRB for ASD opens | June 2023 |

Planning duty 3: Information

Governing Bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short medium and long term actions may be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time, and after taking into account pupil's disabilities and the preferences of themselves and of their parents/carers.

| | Issue | What | Who | When | Outcome criteria | Review |
|------------|--|---|-------------------------------------|-------------|---|-----------|
| Short term | Following the pandemic families have been used to using online communication tools | Audit off families to keep aspects of virtual communication that support the learning and wellbeing of students and move to face to face communication where required | Headteacher/ Teachers/Pastoral Team | Autumn 2022 | Families can confidently access a form of communication that best meets the educational needs of their child. | June 2023 |

Plan reviewed by SLT and Governors informed on 19/7/22