

Accessibility Plan

Strand Primary Academy Access Plan 2017 /19

| Aim 1 To increase the extent to which disabled pupils can participate in the academy curriculum. | | | | | |
|--|--|--|---|--|--|
| Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the academy community for pupils, and prospective pupils, with a disability. | | | | | |
| | Targets | Strategies | Outcome | Timeframe | Goals Achieved |
| Short Term | To provide learning experiences and assessment methods which are appropriately differentiated/modified to allow all children to access the curriculum. | <p>Differentiated/modified experiences/recording methods, assessments methods and homework.</p> <p>Use of external services to provide specialist equipment for HI & VI children e.g. modified books & test papers.</p> <p>SLT/SENCo to ensure all children are included in all areas of academy life through on-going monitoring, RAG meetings and performance reviews.</p> | All children to access learning experiences and be able to demonstrate their knowledge and application of new skills through appropriate learning/teaching and assessment activities. | Continued monitoring (assess/plan/do/review) Class teachers SENCo SLT | <p>Planning throughout year groups show differentiation and includes whole academy strategies.</p> <p>Assessment and tracking methods throughout academy are robust and reliable and data analysed to plan next steps.</p> <p>Children with complex needs and disabilities are well catered for.</p> |
| Short Term | To continue to provide high quality opportunities and support for children with SEN/disabilities | Ensure continuity of provision | Children are identified early and necessary action is taken to | Ongoing assessment, monitoring and review | Small group support takes into account children's needs and progress and do not |

| | | | | | |
|--|--|--|---|--|--|
| | | <p>1:1 and small group support is provided for individuals identified by CTs and TAs and assessed and reviewed 1/2 termly</p> <p>Provision includes "off target" children</p> <p>Children with a /complex needs/disability/FSM/LAC/gender etc. are tracked as discrete group(s)</p> <p>Quality of teaching and learning monitored half-termly</p> <p>Use of external agencies (THVI, Banardos, SAS etc) to ensure appropriate provision.</p> | <p>move learning forward</p> <p>Group work is relevant and appropriate to children's needs</p> <p>Groups are monitored and reviewed regularly to ensure progress</p> <p>Focus for group work is discussed by SENCos , Class Teachers and SLT to ensure it is relevant and appropriate</p> <p>Regular meetings take place between SENCO, parents and outside agencies to discuss individuals' progress.</p> <p>Regular updates given to SLT on individuals, groups etc</p> | | <p>remain static throughout the year. Key progress data analysed to ensure high quality provision is provided and monitored and reviewed regularly</p> <p>Children/families/parents/ carers/ well supported</p> <p>Team working and information sharing enables academy to fully support children , families etc</p> |
|--|--|--|---|--|--|

| | | | | | |
|------------|--|--|--|---|--|
| Short Term | Establish close links/liaise with parents | Collaboration and information sharing between academy and families. SEN review meetings Termly Parent's Evenings | Parents feel able to approach staff to discuss concerns and share relevant information about their child's needs. | Ongoing | |
| Short Term | To establish close liaison with outside agencies for pupils with on- going health needs. Eg Children with severe asthma, hearing impairment, diabetes or physical disabilities, mobility issues. | Collaboration /working between all key personnel | Staff feel confident to meet the needs of all children through appropriate training and support. Good relationships are established with external agencies. | On-going | |
| Med Term | Parents are aware of the support available to them if they are concerned that their child may have a SEN or disability. | Academy's web-site contains details of academy /local offer detailing provision and support for children with SEND | Parents/families able to identify academies with necessary or appropriate provision for children | Ongoing | |
| Med Term | To review all statutory policies to ensure that they reflect inclusive practice and procedure | Compliance with the Equality Act 2010 | All policies clearly reflect inclusive practice and procedure | Annually or as and required due to changes in legislation and statutory requirements. | All relevant information accessible to families/parents/carers and wider community |

| | | | | | |
|-----------|---|---|--|---|---|
| Med Term | Ensure equal access to ICT for all children | iPads accessible in KS1 and KS2 incorporating a wide range of programmes which take account of a range of abilities and learning needs. Laptops and computer suite available for all pupils to use. Use of specialist equipment to support children with additional needs e.g. magnification equipment. | Children are able to access ICT regardless of their SEN or disability. | Ongoing | A range of ICT equipment is available for all pupils. |
| Med Term | To ensure ongoing professional development for all staff resulting in high quality provision for children | Audit/review of training needs for TAs to ensure all staff skilled in supporting individuals/groups/ delivering high quality small group support etc. | All staff continue to receive high quality training and continued professional development opportunities. All staff competent and confident in teaching and supporting children with additional needs | On-going and reviewed/ monitored regularly | CPD opportunities on-going Good provision for children whose learning/behaviour falls outside what is expected |
| Long Term | To evaluate and review the above short and long term targets annually | See above | | Annually | All children making good progress. |
| Long Term | To deliver findings/report on SEND status to the EAB | Regular reporting to Governors ensures all are fully informed | Annually Termly SEN Governor / SENCO meetings | Governors fully informed about SEN provision and progress | |

| | | | | | |
|---|--|--|--|-------------------------------------|---|
| Long Term | Academy to continue to develop pro-active approaches to take account of needs of individuals and family circumstances and provide high quality, targeted support for children and families | Continued development and review of provision as a positive approach to tackling some children's complex needs SENCo, Learning Support Officer and Home School Pastoral Officer to engage children and families and provide access to appropriate support and provision. E.G SENDIAS, Early Help and Interventions, Single Assessment etc | Designated staff and Pastoral Officer to work together to provide support for identified children and their families. | Ongoing | |
| Long Term | To continue offer and develop breakfast club. Doors to open at 8.40am to give working parents the opportunity to drop their children off early. | Demonstrates that the academy is committed to excellent provision for children | Academy is able to offer a number of options for young children's' care and education within a flexible programme e.g. different times/slots, breakfast club, extra-curricular activities. | Ongoing and reviewed as needs arise | Extended and flexible service in place. Strengthened links between parents and academy |
| Aim 2 To improve the physical environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services. | | | | | |
| Short Term | Ensure that emergency evacuation procedures are effective for all children | Evacuation procedures for all children with significant needs | All children/staff are protected by alarm and | Monitored regularly | Achieved (monitored and reviewed regularly) |

| | | | | | |
|------------|--|--|--|---------------------|---|
| | | <p>Careful plans to be put in place regarding the evacuation of children identified with additional needs in the first floor classrooms.</p> <p>Staff to be vigilant and carefully monitor the evacuation of children on the staircases.</p> | evacuation procedures | | |
| Short Term | Ensure visually stimulating environment for all children | Colourful, lively displays in classrooms and inviting role play areas where appropriate. | Environment is welcoming and safe for all children | Monitored regularly | |
| Short Term | Ensure all with a disability are able to be involved. | <p>Review access for individual disabled children as part of Personal Provision Plan process.</p> <p>Specialist services to provide advice/ conduct access surveys for any children with disabilities and/or additional complex needs,</p> <p>Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the academy and meetings etc.</p> | Enabling needs to be met where possible. | Monitored regularly | Access to the first floor is limited for those with a physical disability/in wheelchairs as there is no lift working access in the academy. |

| | | | | | |
|------------|--|--|--|--|---|
| | | Meetings with parents/carers/stakeholders who cannot access the first floor to be held on the ground floor and any reasonable adaptations. | | | |
| Short Term | To ensure that the medical needs of all pupils are met fully within the capability of the academy. | To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed within an Individual Healthcare plan. | Health and safety requirements are met. All staff fully aware of children in academy with medical needs | Immediately and with regular review/update | Individual Healthcare plans in place and reviewed regularly. Children with medical needs are well managed in academy |
| Short Term | Ensure disabled parents have every opportunity to be involved | Utilise disabled parking spaces for disabled parents/carers to drop off & collect children Offer a meeting time to explain letters home for some parents who need this Ensure academy continues to adopt a proactive approach to identifying the access requirements of disabled parents. Meetings with parents/carers/stakeholders who cannot access the first | Needs of all visitors/parents/carers are taken into account | With immediate effect and to be reviewed regularly | Disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education |

| | | | | | |
|----------|--|---|--|---------|---|
| | | floor to be held on the ground floor and any reasonable adaptations. | | | |
| Med Term | To ensure signage in and around academy is accessible to all members of academy community | Building Access audit reviewed/updated regularly Signs in and around academy renewed when/as necessary | Key actions and costings identified by EAB | Ongoing | Access to the first floor is limited for those with a physical disability/in wheelchairs as there is no lift working access in the academy. |
| Med Term | To provide appropriate 'work' and play areas for all children. Continue to develop playgrounds and facilities | Continue to develop external environment to include outdoor continuous provision , playground, equipment and resources Provide areas where children can 'be quiet' or restful if needed. | Staff to continue to work together to plan creative curriculum for outdoors which incorporates all areas of learning within EYFS Staff to continue to work together to develop a well-resourced, inviting outdoor environment across the academy Good quality resources purchased to enhance children's physical | | Children with additional needs are supported at times when they feel most vulnerable. Less incidences of some negative behaviours |

| | | | | | |
|---|---|--|---|---------|---|
| | | | development during playtime and lunchtime. Key children able to access (Nurture) support | | |
| Long Term | Improve physical environment of academy | Academy will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings. | Needs of all are taken into account when planning changes to physical environment | Ongoing | Enabling needs to be met where possible. |
| Long Term | To ensure driveway, roads, paths around academy are as safe as possible. | Communication with parents via safety messages /letters/walk to academy week. | Health and safety given high priority | Ongoing | No accidents |
| Aim 3: To improve the delivery of information to disabled pupils and parents. | | | | | |
| Short Term | Continue to identify children/members of the wider academy community with disabilities under the terms of the Disability Discrimination Act and scheme to ensure all can access the | Use of admission form to encourage parents to disclose this info Opportunities at induction meetings for parents new to academy to arrange appt with SENCo/Home School Pastoral | Children/adults with disabilities identified Possible barriers to access removed | Ongoing | Any members of the academy community with a disability are identified Progress of children with disabilities tracked as a discrete group |

| | | | | | |
|------------|--|---|--|-----------------------------------|---|
| | curriculum and physical environment | <p>Officer or home visits to further discuss their child.</p> <p>Continue with academy's informal 'open door' policy as a means of addressing minor problems immediately</p> <p>Work with Parents/ Occupational Therapists/Physiotherapists re. key children to ensure any with identified difficulties in this area (physical disabilities) are catered for</p> | | | <p>Parents able to have any potential problems addressed A.S.A.P</p> <p>Full access to all areas of the curriculum and physical environment</p> |
| Short Term | <p>Continue to monitor access to meetings for parents/carers with SEND</p> <p>Improve physical access to meetings for parents/visitors with disabilities</p> | <p>Any meetings which use Power Point as a presentation medium should incorporate a printout of the notes as well</p> <p>Workshops on different aspects of the curriculum i.e. reading/writing skills etc. incorporated as part of the academy's ongoing work with parents</p> <p>Academy continue to adopt a pro-active approach and where possible identify any possible problems beforehand</p> <p>Meetings/workshops to take place on the ground floor to</p> | <p>Parents/carers have a more clear understanding of the meeting</p> <p>Parents included and supported in understanding curriculum developments /new initiatives. Practical ideas and activities demonstrated</p> <p>Parents/visitors able to physically access academy. Any known barriers to access are removed or</p> | Immediate and with ongoing review | <p>Removing a possible barrier for those parents with SEND</p> <p>Practical, creative workshops a key feature in working with parents</p> <p>Removing possible barriers for those with disabilities</p> |

| | | | | | |
|------------|---|---|--|--|--|
| | | ensure all parents/carers can access them. | adjustments made. | | |
| Short Term | To ensure good quality information sharing between home and academy | <p>Offer home visits to parents of children new to the academy if they so wish.</p> <p>Continue open door policy for parents to have opportunities to receive reports/information at face to face sessions e.g. parents meetings</p> <p>Use of academy web site providing key information relating to all aspects of academy</p> <p>Text messaging service for parents in place</p> | <p>Regular meetings take place to enable parents to discuss their child's progress with CT</p> <p>Parents able to discuss their child's needs further with SENCo/Senior Leaders/Home School Pastoral Officer if needed</p> <p>Home and academy are aware of issues which may impact on children's learning</p> | Continue to assess , review and update | <p>Admission forms contain section on disability</p> <p>Letters/proformas reviewed regularly to ensure they remain informative, relevant and up to date</p> <p>Academy web site to include relevant information to parents which they can access at home</p> |
| Short Term | To ensure written information is accessible to all members of academy community | <p>Ensure information provided for parents is 'jargon free'</p> <p>'Open door' policy to continue to ensure parents/staff have informal opportunities to discuss any possible problems</p> | <p>All members of academy community are fully informed</p> <p>Some problems can be solved</p> | Achieved and monitored/ reviewed regularly | Good systems of information sharing between home and academy established |

| | | | | | |
|----------|---|--|---|--|---|
| | | | early and relatively simply with this informal approach | | |
| Med Term | To continue to develop parent and pupil support systems | Continue to develop the role of the Home School Pastoral Officer /EWO Team in supporting individuals and families | Vulnerable children and families identified A more proactive approach established | Ongoing with monitoring and regular review | Home School Pastoral Officer/EWO Team working across the academy in supportive role. Parents/children know who this is and how to access. Parents/pupils have good support mechanisms in academy Vulnerable children and their families have a supportive network of professionals working with them |
| Med Term | Assess the impact of current policies and practice in academy in relation to SEND | To continue meetings with staff, TAs, other agencies to discuss inclusion and disability related issues Feedback to AEP/SLT and EAB | Policies and procedures in academy are updated taking account of any inclusion or disability issues raised. The impact of policies and procedures in | Sep 2017 with regular review | Inclusion /disability/ equality continue to be given high priority in academy |

| | | | | | |
|-----------|---|--|--|---------|---|
| | | | academy are discussed and take into account the views of disabled members of the academy community and parents of children with disabilities | | |
| Med Term | To review children's records ensuring academy's awareness of any disabilities | Information collected about new children. Records passed up to each class teacher. End of year class teacher transition meetings Annual reviews Pupil Profile meetings between SENCO/Class teachers Medical forms updated annually for all children Individual health care plans Significant health problems i.e allergies – children's photos displayed on staffroom notice board/main offices/info kept in separate file in office/Class SEN registers/file contain key info updates as necessary | Key records containing important info kept up to date and circulated as necessary | Ongoing | Each teacher/staff member aware of disabilities/medical needs of children in their classes Cooks/lunchtime supervisors aware of food allergies |
| Long Term | In academy record system to be reviewed and | Record keeping system to be reviewed regularly. | Continual review and improvement | Ongoing | Effective communication of information about |

| | improved where necessary. (SIMS/CPOMs) | | | | disabilities throughout academy. |
|-----------|---|--|--|----------|----------------------------------|
| Long Term | To ensure good quality information sharing between home and academy | <p>Attend induction meetings/workshops</p> <p>All parents of children starting Nursery are offered a home visit prior to starting academy</p> <p>Series of informative workshops presented throughout academy (e.g. reading, maths) aimed at children and their parents.</p> <p>Academy Nurse drop in sessions , EYFS Stay and Play, Parent/teacher meetings, 'meet the teacher</p> <p>Ensure parents are aware of the protocols for raising concerns (i.e. first discussions with Class Teacher/Key workers, then to Home School Pastoral Officer/SENCO/Members of SLT Academy website contains key information for parents about curriculum, newsletters, key events etc</p> | <p>Good home/academy information sharing and better developed relationships</p> <p>Better targeted learning experiences for children involved</p> <p>Children and parents working together in academy</p> <p>Parents fully aware of opportunities for discussion re. their child</p> <p>Info readily available in accessible formats</p> | on-going | |