Accessibility Plan

Date of last review	July 2015	Date of next review	July 2018
Review period	Three years	Owner	Principal
Type of policy	Statutory		

The aim of this plan is to set out how each Academy within the Trust intends to increase the accessibility of all activities and facilities to disabled pupils over time.

Definition of Disability

1.   *Disability* – a person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse affect on his or her ability to carry out normal day-to-day activities. The Equality Act 2010 uses a broad definition of these to cover all activities that occur in a school.

2.   *Physical or mental impairments* - can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives. This includes pupils linked with CAMHs (Child and Adolescents Mental Health.)

The plans for each Academy are divided into 3 sections:

Section 1:   An audit of the present position using the DfE audit checklist

Section 2:   Identification of the key points specific to each Academy

Section 3:   The action plan

Old Ford Primary Academy

Section 1
Self-Audit – Accessibility

Curriculum:	Yes	Some	No
The appropriate use of ICT will be used to support pupils with disabilities and provide alternative formats for presenting information.	*		
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	*		
Are your classrooms optimally organised for disabled pupils?	*		
Do lessons provide opportunities for all pupils to achieve?	*		
Do lessons involve work to be done by individuals, pairs, groups and the whole class? Are lessons responsive to pupil diversity?	*		
Are all pupils encouraged to take part in music, drama and physical activities?	*		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	*		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	*		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	*		
Do you provide access to computer technology appropriate for pupils with disabilities?	*		
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	*		
Are there high expectations of all pupils?	*		
Do staff seek to remove all barriers to learning and participation?	*		
Physical surroundings:			
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, library and outdoor sporting facilities, playgrounds - allow access for all pupils?		*	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		*	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		*	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?		*	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?			*
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		*	
Are areas to which pupils should have access well lit?	*		
Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics and noisy equipment?		*	
Is furniture and equipment selected, adjusted and located appropriately?		*	

Access to the written word			
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	*		
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities e.g. by reading aloud, overhead projections and describing diagrams?	*		
Do you have the facilities such as ICT to produce written information in different formats?	*		
Access to verbal information:			
Do you ensure that pupils seated in order to maximise hearing potential?		*	
Do you ensure that staff are familiar with technology and practices to aid hearing?		*	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		*	

The audit will identify any difficulties on the site, which may be addressed over the coming years, funds being available.

Old Ford Primary Academy

Section 2 - key points in the plan:

Access to the curriculum:

- The overriding principle is to provide full curricular access to all pupils who have been allocated a place at Old Ford Primary Academy.

- The identification of barriers to participation in all areas of school life must be a priority and where necessary, adjustments should be made to the curriculum and teaching methods.

- Class teachers are responsible for delivering a differentiated curriculum suitable for the learning needs of all pupils. The inclusion team – the assistant principal for inclusion and SEN manager, the SEAL link, the school home support worker, the attendance manager and the attendance and welfare advisor will provide advice and guidance to staff through training sessions, team meetings and curriculum staff meetings as well as on an individual basis.

- Phase group leaders should identify staff development needs to improve their ability to meet the needs of pupils and include these within the performance management system.

- The inclusion team will develop links with agencies that can extend the expertise of staff and extend the learning experiences of pupils.

- All staff should feel confident in their ability to deal appropriately with every pupil. They should be able to identify when a pupil is not suited to an activity and have an alternative available.

Access to the physical environment

- Within the context of our site, which contains steps, all refurbishment will be undertaken with the intention of improving access for disabled pupils. Consideration will be given as to whether making alterations will be part of a logical plan and provide value for money. Where a risk assessment has been undertaken, relating to a pupil with a disability, subject staff should implement the recommendations within their own teaching environment.

- Pupils with mobility difficulties may have access to the lift. Each case will be assessed individually and the pupil provided with appropriate support – no pupil will be able to use the lift unattended and access will be restricted according to the needs of the catering team.

Access to written information:

- Pupils who have difficulty accessing standard size print should be supported by the class teacher who will become responsible for providing enlarged font material as appropriate. The inclusion team will also liaise with the Visual Impairment (VI) Team to ensure the pupil is supported as appropriate throughout the day/curriculum.

- The inclusion team will provide resources to support learning as appropriate, when recommended by the VI team.

Access to oral information:

- Pupils who have difficulty accessing sound within a normal hearing range should be supported by the class teacher who will become responsible for ensuring the pupil is appropriately seated to maximise hearing. The inclusion team will also liaise with the Hearing Impairment (HI) Team to ensure the pupil is supported as appropriate throughout the day/curriculum.

- The inclusion team will make use of audiology equipment to support learning as appropriate, when recommended by the HI team.

- Staff must ensure that the specific needs of every pupil has been met by forward planning of every lesson, and the production of differentiated material to meet identified needs.

- Consideration must be given to the text presented to pupils, considering the need for simplified versions where this is appropriate

- The use of interactive whiteboards must be considered in the context of a pupil's disabilities. Some formats, whilst beneficial to many pupils, will not be appropriate for all. An assessment should be made of the impact of using a technology with a class where a disabled pupil is working.

Old Ford Primary Academy section 3 - action plan for improving accessibility 2014-2018

Target	Tasks	TIMESCALE	Responsible staff
Access to the curriculum			
Information about pupils accessibility	Update SIMS to include more detailed pupil information	Updated termly Reviewed prior to pupil census.	SEN manager
Barriers within subjects	Identify if barriers exist and ensure that curriculum leaders identify necessary actions	Ongoing	Curriculum leaders SEN manager Leadership Team
Pupil SEN support Plans.	All pupils with identified disability to have their needs reviewed termly	On-going - termly	SEN manager Class teachers SEN TAs
Links with external agencies	Continue to develop links with external agencies who work with disabled pupils	On-going	Inclusion team Year group mangers Class teachers
Increased staff awareness	Empower staff to deal with pupils appropriately by providing information during staff meetings.	On-going	Inclusion team
Educational visits	Review accessibility for identified pupils on trips	On-going	Year group mangers Class teachers Finance and administration officer
Access to the physical environment			
Steps	Work in conjunction with Premises manager to identify problem steps	On-going; during any alteration/ refurbishment works	Premises manager Inclusion team
Painting/decor	Where this is undertaken, consideration to be given to sight impaired pupils.	On-going; during any alteration/refurbishment works	Premises manager Inclusion team
Evacuation procedures	Review of procedures	On-going – ear defenders available for pupils with ASD if necessary	Premises manager Inclusion team
Lighting of entrances	If appropriate	Currently fine but needs to be monitored	Premises manager Inclusion team
Appropriate furniture	As guided by statement or individual need	On-going monitoring – feedback to inclusion team if required.	Premises manager Inclusion team
Wheelchairs	Site survey has identified accessible rooms Agreement to move class to ground floor if pupils have disability/access issues.	All rooms accessible Prior to admission of pupil, needs to be discussed and agreed.	Admissions team Inclusion team Premises manager
Access to written information:			
Enlarged print	Class teachers to be aware of pupils' needs and arrange for enlarged texts accordingly	On-going – support from TH VI team identifies appropriate font size.	Class teachers Class TAs SEN TAs Inclusion team

Access to ICT projection/laptops for text entry	Make relevant ICT available to pupils with specific needs. SEN manager to support class teachers in the identification of needs and requirements	On-going	Class teachers Class TA's SEN TAs Inclusion team
Access to verbal information:			
Considered and appropriate seating	Class teachers to be aware of pupil's needs and ensure pupil is seated within their hearing range	On-going	Class teachers Class TAs SEN TAs Inclusion team
Access to audiology equipment	The inclusion team will make use audiology equipment to support learning as appropriate, SEN manager or support class teachers in the identification of needs and requirements	On- going	Class teachers Class TAs SEN TAs Inclusion team

Culloden Primary Academy section 1 – Self-audit accessibility

Curriculum:	Yes	Some	No
The appropriate use of ICT will be used to support pupils with disabilities and provide alternative formats for presenting information.	✓		
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓		
Are your classrooms optimally organised for disabled pupils?		✓	
Do lessons provide opportunities for all pupils to achieve?	✓		
Are lessons responsive to pupil diversity?	✓		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓		
Are all pupils encouraged to take part in music, drama and physical activities?	✓		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	✓		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education	✓		
Do you provide access to computer technology appropriate for students with disabilities?	✓		
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓		
Are there high expectations of all pupils?	✓		
Do staff seek to remove all barriers to learning and participation?	✓		
Physical surroundings:			
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, outdoor sporting facilities, playgrounds - allow access for all pupils?	✓		
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?	✓		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		✓	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		✓	
Are areas to which pupils should have access well lit?	✓		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	✓		

Is furniture and equipment selected, adjusted and located appropriately?		✓	
Access to the written word:			
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓		
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections/ interactive technology and describing diagrams?	✓		
Do you have the facilities such as ICT to produce written information in different formats?	✓		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓		

Culloden Primary Academy

Section 2 – key points in the plan

Access to the curriculum:

- The overriding principle is to provide full curricular access to all pupils who have been allocated a place at Culloden Primary Academy.

- The identification of barriers to participation in all areas of school life must be a priority and where necessary, adjustments should be made to the curriculum and teaching method.

- Senior and middle managers should identify staff development needs to improve their ability to meet the needs of pupils and include these within the performance management system.

- The inclusion team will develop links with agencies that can extend the expertise of staff and extend the learning experiences of pupils.

- All staff should feel confident in their ability to deal appropriately with every pupil. They should be able to identify when a pupil is not suited to an activity and have an alternative available.
- The audiology manager is responsible for the upkeep of all hearing aid equipment and liaising with staff to ensure effective use.
- The Phoenix outreach team offer advice and support enabling access to the curriculum for pupils on the autistic spectrum. They also provide training for support staff and class teachers.

Access to the physical environment:
- Within context of our site consideration will be given as to whether making alterations will be part of a logical plan and provide value for money.
- Where a risk assessment has been undertaken, relating to a pupil with a disability, teaching staff with direct input should implement the recommendations within their own teaching environment.

- Increasing the capacity of the school from two-form entry to three form entry, all refurbishment provides access for disabled pupils.

Access to written information:
- Pupils who have difficulty accessing standard size print should be supported by the class teacher who will become responsible for providing enlarged font material as appropriate. The inclusion team will also liaise with the Visual Impairment Team to ensure pupils are supported as appropriate throughout the day/curriculum.
- The inclusion team will provide equipment to support learning as appropriate, making full use of the resources within the IT lending facility at Stephen Hawking School.
- The inclusion team will liaise with agencies when required in order to fulfil/facilitate the needs of the pupil.
- Staff must ensure that the specific needs of every pupils has been met by forward planning of every lesson, and the production of differentiated material to meet identified needs.
- Consideration must be given to the text presented to pupils, considering the need for simplified versions where appropriate and visual aids for pupils as and when required.
- The use of interactive whiteboards must be considered in the context of pupil's disabilities. Recognition must be given that some formats, whilst beneficial to many pupils, will not be appropriate for all. An assessment should be made of the impact of using this technology. Pupils may require individual hand held devices, which are available in key stage 2 classes.
- Pre teaching for pupils in the deaf support base is to be planned and monitored by the DSB manager and teachers of the deaf.

Culloden Primary Academy section 3 - access plan for improving accessibility 2016-2018

Target	Tasks	Timescale	Responsible staff	Success criteria
Access to the curriculum				
Information about pupil's accessibility	SIMS updated to include detailed information of pupil especially new arrivals	Ongoing	SEND manager, DSB manager Admissions officer	Information available for staff
Barriers within subjects	Identify if barriers exist and ensure that curriculum leaders identify necessary actions to facilitate inclusion in extra-curricular activities and Culloden Way Of Learning.	Ongoing	Curriculum managers SEND manager DSB manager LT	Plans to clearly identify any specific issues related to disability
Pupil Individual Education Plans	All pupils with identified disability to have their needs reviewed termly.	Ongoing - termly	SEND manager DSB manager Class teachers SEN support staff Teachers of the deaf	SEND and DSB review days cover updating disabled pupils' needs
Links with external agencies	Continue to develop links with external agencies who work with	Ongoing	Inclusion team DSB manager Audiology	Increased awareness of what each external

	disabled pupils.		manager	agency can do to support our pupils
Increased staff awareness primarily on speech and language, visual aids and ICT programs for differentiation	Empower staff to deal with pupils appropriately by providing information during staff meetings.	Once termly lead by inclusion team and DSB manager	Inclusion team Speech and language therapist DSB manager Teachers of the deaf	Staff are confident with their ability to teach identified pupils effectively
Educational visits	Discuss for identified pupils' needs on visits, particular.	Ongoing monitoring	Inclusion team DSB manager Teachers of the deaf	Procedures reviewed for planning educational visits to ensure accessibility issues considered
Access to the physical environment				
Painting/decor	Where this is undertaken, consideration to be given to sight impaired pupils.	Ongoing	Premises manager Inclusion team	Contrasting colours may be used following guidance from LA
Evacuation procedures	Review of procedures for DSB pupils.	Ongoing	Premises manager Principal Admissions officer DSB manager Teachers of the deaf	Review of needs of pupils at Culloden Primary School and what they do during emergency situations
Appropriate furniture	As guided by statement or individual need	Ongoing monitoring – feedback to inclusion team/DSB manager if required	Premises manager Inclusion team DSB manager	Ensure identified needs are met
Wheelchairs	All rooms are identified to be accessible. This is being reviewed now the building work sections have been completed	Prior to admission of pupil, needs to be discussed and agreed	Admissions team Inclusion team Premises manager DSB manager	Identify curriculum access to wheelchair users to facilitate future plans

Access to written information				
Visual aids and enlarged print	Class teachers to be aware of pupil's needs and arrange for visual aids and enlarged prints accordingly.	Ongoing	Class teachers SEND support staff DSB support staff DSB teachers of the deaf	Activities are differentiated appropriately and adults have liaised with relevant adults.
Access to ICT	Make relevant ICT available to pupils with specific needs, class teachers to work with inclusion team and DSB manager/teachers of the deaf. Staff trained in the use of the equipment and programs.	Ongoing	Class teachers SEND support staff DSB support staff DSB teachers of the deaf	Pupils using appropriate ICT equipment and software. Staff to be aware of how pupils can use ICT to support their learning.

Solebay Primary Academy section 1 – Self-audit accessibility

Curriculum:	Yes	Some	No
The appropriate use of ICT will be used to support pupils with disabilities and provide alternative formats for presenting information.		x	
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?		x	
Are your classrooms optimally organised for disabled pupils?	x		
Do lessons provide opportunities for all pupils to achieve?		x	
Are lessons responsive to pupil diversity?		x	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?		x	
Are all pupils encouraged to take part in music, drama and physical activities?		x	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?		x	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?		x	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education		x	
Do you provide access to computer technology appropriate for students with disabilities?		x	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?		x	
Are there high expectations of all pupils?		x	
Do staff seek to remove all barriers to learning and participation?		x	
Physical surroundings:			
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, outdoor sporting facilities, playgrounds - allow access for all pupils?		x	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		x	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		x	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?		x	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	x		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			x
Are areas to which pupils should have access well lit?		x	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?		x	

14

Is furniture and equipment selected, adjusted and located appropriately?		x	
Access to the written word:			
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	x		
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections/ interactive technology and describing diagrams?	x		
Do you have the facilities such as ICT to produce written information in different formats?		x	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		x	

Solebay Primary Academy

Section 2 – key points in the plan

Access to the curriculum:
- The overriding principle is to provide full curricular access to all pupils who have been allocated a place at Solebay Primary Academy.

- The identification of barriers to participation in all areas of school life must be a priority and where necessary, adjustments should be made to the curriculum and teaching method.

- Senior and middle managers should identify staff development needs to improve their ability to meet the needs of pupils and include these within the performance management system.

- The Year group and SEND manager will develop links with agencies that can extend the expertise of staff and extend the learning experiences of pupils.

- All staff should feel confident in their ability to deal appropriately with every pupil. They should be able to identify when a pupil is not suited to an activity, and have an alternative available.

- The Phoenix outreach team offer advice and support enabling access to the curriculum for pupils on the autistic spectrum. They also provide training for support staff and class teachers.

Access to the physical environment:
- Within context of our site consideration will be given as to whether making alterations will be part of a logical plan, and provide value for money.

- Where a risk assessment has been undertaken, relating to a pupil with a disability, teaching staff with direct input should implement the recommendations within their own teaching environment.

Access to written information:

- Pupils who have difficulty accessing standard size print should be supported by the class teacher who will become responsible for providing enlarged font material as appropriate. The Year group and SEND manager will also liaise with the Visual Impairment Team to ensure pupils are supported as appropriate throughout the day/curriculum.

- The Year group manager and SEND manager will provide equipment to support learning as appropriate, making full use of the resources within the IT lending facility at Stephen Hawking School.

- The Year group and SEND manager will liaise with agencies when required in order to fulfil/facilitate the needs of the pupil.

- Staff must ensure that the specific needs of every pupils has been met by forward planning of every lesson, and the production of differentiated material to meet identified needs.

- Consideration must be given to the text presented to pupils, considering the need for simplified versions where appropriate and visual aids for pupils as and when required.

- The use of interactive whiteboards must be considered in the context of pupil's disabilities. Recognition must be given that some formats, whilst beneficial to many pupils, will not be appropriate for all. An assessment should be made of the impact of using this technology. Pupils may require individual hand held devices, which are available in key stage 2 classes.

Solebay Primary Academy section 3 - access plan for improving accessibility 2015- 2018

Target	Tasks	Timescale	Responsible staff	Success criteria
Access to the curriculum				
Information about pupils accessibility	SIMS updated to include detailed information of pupil especially new arrivals Transition meetings held with parents/previous placement	On-going	SEND manager Admissions officer	Information available for staff
Barriers within subjects	Identify if barriers exist and ensure that curriculum leaders identify necessary actions to facilitate inclusion in extra-curricular activities	On-going	Year group managers SEND manager LT	Plans to clearly identify any specific issues related to disability
Pupil SEN support plans	All pupils with identified disability to have their needs reviewed termly.	On-going - termly	SEND manager Class teachers SEN support staff Specialist	SEND review days cover updating disabled pupils' needs

			outreach staff	
Links with external agencies	Continue to develop links with external agencies who work with disabled pupils.	On-going	Year group and SEND managers	Increased awareness of what each external agency can do to support our pupils
Increased staff awareness primarily on speech and language, visual aids and ICT programs for differentiation	Empower staff to deal with pupils appropriately by providing information during staff meetings.	Once termly led by Year group and SEND managers	Year group and SEND manager	Staff are confident with their ability to teach identified pupils effectively
Educational visits	Discuss for identified pupils' needs on visits, particular.	On-going monitoring	Year group and SEND managers

SEN support staff

Class teachers | Procedures reviewed for planning educational visits to ensure accessibility issues considered |
Access to the physical environment				
Painting/decor	Where this is undertaken, consideration to be given to sight impaired pupils.	On-going	Premises manager Year group and SEND managers	Contrasting colours may be used following guidance from LA
Evacuation procedures	Review of procedures for SEND pupils.	On-going	Premises manager Principal Admissions officer	Review of needs of pupils at Solebay Primary School and what they do during emergency situations. Consider use of evac chairs on stairs
Appropriate furniture	As guided by statement or individual need	On-going monitoring – feedback to Year group and SEND managers if required	Premises manager Year group and SEND managers	Ensure identified needs are met

Wheelchairs	All rooms are identified to be accessible.	Prior to admission of pupil, needs to be discussed and agreed	Admissions team Year group and SEND managers Premises manager	Identify curriculum access to wheelchair users to facilitate future plans
Access to written information				
Visual aids and enlarged print	Class teachers to be aware of pupil's needs and arrange for visual aids and enlarged prints accordingly.	On-going	Class teachers SEND support staff	Activities are differentiated appropriately and adults have liaised with relevant adults.
Access to ICT	Make relevant ICT available to pupils with specific needs, class teachers to work with Year group and SEND managers Staff trained in the use of the equipment and programmes.	On-going	Class teachers SEND support staff	Pupils using appropriate ICT equipment and software. Staff to be aware of how pupils can use ICT to support their learning.

Ipswich Academy section 1 – Self-audit accessibility

Curriculum:	Yes	Some	No
The appropriate use of ICT will be used to support pupils with disabilities and provide alternative formats for presenting information.		x	
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?		x	
Are your classrooms optimally organised for disabled pupils?	x		
Do lessons provide opportunities for all pupils to achieve?		x	
Are lessons responsive to pupil diversity?		x	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?		x	
Are all pupils encouraged to take part in music, drama and physical activities?		x	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?		x	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?		x	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education		x	
Do you provide access to computer technology appropriate for students with disabilities?		x	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?		x	
Are there high expectations of all pupils?		x	
Do staff seek to remove all barriers to learning and participation?		x	
Physical surroundings:			
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, outdoor sporting facilities, playgrounds - allow access for all pupils?		x	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		x	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		x	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?		x	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	x		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			x
Are areas to which pupils should have access well lit?		x	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?		x	

Is furniture and equipment selected, adjusted and located appropriately?		x	
Access to the written word:			
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	x		
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections/ interactive technology and describing diagrams?	x		
Do you have the facilities such as ICT to produce written information in different formats?		x	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		x	

Ipswich Academy

Section 2 – key points in the plan

Access to the curriculum:
- The overriding principle is to provide full curricular access to all pupils who have been allocated a place at Ipswich Academy.

- The identification of barriers to participation in all areas of school life must be a priority and where necessary, adjustments should be made to the curriculum and teaching method.

- Senior and middle managers should identify staff development needs to improve their ability to meet the needs of pupils and include these within the performance management system.

- The Year group and SEND manager will develop links with agencies that can extend the expertise of staff and extend the learning experiences of pupils.

- All staff should feel confident in their ability to deal appropriately with every pupil. They should be able to identify when a pupil is not suited to an activity, and have an alternative available.

- The Suffolk outreach team offer advice and support enabling access to the curriculum for pupils on the autistic spectrum. They also provide training for support staff and class teachers.

Access to the physical environment:
- Within context of our site consideration will be given as to whether making alterations will be part of a logical plan, and provide value for money.

- Where a risk assessment has been undertaken, relating to a pupil with a disability, teaching staff with direct input should implement the recommendations within their own teaching environment.

Access to written information:

- Pupils who have difficulty accessing standard size print should be supported by the class teacher who will become responsible for providing enlarged font material as appropriate. The Year group and SEND manager will also liaise with the Visual Impairment Team to ensure pupils are supported as appropriate throughout the day/curriculum.

- The Year group manager and SEND manager will provide equipment to support learning as appropriate.

- The Year group and SEND manager will liaise with agencies when required in order to fulfil/facilitate the needs of the pupil.

- Staff must ensure that the specific needs of every pupils has been met by forward planning of every lesson, and the production of differentiated material to meet identified needs.

- Consideration must be given to the text presented to pupils, considering the need for simplified versions where appropriate and visual aids for pupils as and when required.

- The use of interactive whiteboards must be considered in the context of pupil's disabilities. Recognition must be given that some formats, whilst beneficial to many pupils, will not be appropriate for all. An assessment should be made of the impact of using this technology. Pupils may require individual hand held devices.

Ipswich Academy section 3 - access plan for improving accessibility 2015- 2018

Target	Tasks	Timescale	Responsible staff	Success criteria
Access to the curriculum				
Information about pupils accessibility	SIMS updated to include detailed information of pupil especially new arrivals Transition meetings held with parents/previous placement	On-going	SEND manager Admissions officer	Information available for staff
Barriers within subjects	Identify if barriers exist and ensure that curriculum leaders identify necessary actions to facilitate inclusion in extra-curricular activities	On-going	Year group managers SEND manager LT	Plans to clearly identify any specific issues related to disability
Pupil SEN support plans	All pupils with identified disability to have their needs reviewed termly.	On-going - termly	SEND manager Class teachers SEN support staff Specialist outreach staff	SEND review days cover updating disabled pupils' needs

Links with external agencies	Continue to develop links with external agencies who work with disabled pupils.	On-going	Year group and SEND managers	Increased awareness of what each external agency can do to support our pupils
Increased staff awareness primarily on speech and language, visual aids and ICT programs for differentiation	Empower staff to deal with pupils appropriately by providing information during staff meetings.	Once termly led by Year group and SEND managers	Year group and SEND manager	Staff are confident with their ability to teach identified pupils effectively
Educational visits	Discuss for identified pupils' needs on visits, particular.	On-going monitoring	Year group and SEND managers SEN support staff Class teachers	Procedures reviewed for planning educational visits to ensure accessibility issues considered
Access to the physical environment				
Painting/decor	Where this is undertaken, consideration to be given to sight impaired pupils.	On-going	Premises manager Year group and SEND managers	Contrasting colours may be used following guidance from LA
Evacuation procedures	Review of procedures for SEND pupils.	On-going	Premises manager Admissions officer	Review of needs of pupils at Ipswich Academy and what they do during emergency situations. Consider use of evac chairs on stairs
Appropriate furniture	As guided by statement or individual need	On-going monitoring – feedback to Year group and SEND managers if required	Premises manager Year group and SEND managers	Ensure identified needs are met
Wheelchairs	All rooms are identified to be accessible.	Prior to admission of pupil, needs to be discussed and agreed	Admissions team Year group and SEND managers Premises manager	Identify curriculum access to wheelchair users to facilitate future plans

Access to written information				
Visual aids and enlarged print	Class teachers to be aware of pupil's needs and arrange for visual aids and enlarged prints accordingly.	On-going	Class teachers SEND support staff	Activities are differentiated appropriately and adults have liaised with relevant adults.
Access to ICT	Make relevant ICT available to pupils with specific needs, class teachers to work with Year group and SEND managers Staff trained in the use of the equipment and programmes.	On-going	Class teachers SEND support staff	Pupils using appropriate ICT equipment and software. Staff to be aware of how pupils can use ICT to support their learning.

Murrayfield Primary Academy section 1 – Self-audit accessibility

Curriculum:	Yes	Some	No
The appropriate use of ICT will be used to support pupils with disabilities and provide alternative formats for presenting information.	x		
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	x		
Are your classrooms optimally organised for disabled pupils?	x		
Do lessons provide opportunities for all pupils to achieve?	x		
Are lessons responsive to pupil diversity?	X		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	x		
Are all pupils encouraged to take part in music, drama and physical activities?	x		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	x		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	x		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education		X	
Do you provide access to computer technology appropriate for students with disabilities?		X	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	x		
Are there high expectations of all pupils?	x		
Do staff seek to remove all barriers to learning and participation?	x		
Physical surroundings:			
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, outdoor sporting facilities, playgrounds - allow access for all pupils?	x		
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		X	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		X	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?		X	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		X	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			x
Are areas to which pupils should have access well lit?	x		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	x		

Section 2 - key points in the plan:

Is furniture and equipment selected, adjusted and located appropriately?		x	
Access to the written word:			
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	x		
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections/ interactive technology and describing diagrams?	x		
Do you have the facilities such as ICT to produce written information in different formats?		X	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		X	

Access to the curriculum:

- The overriding principle is to provide full curricular access to all pupils who have been allocated a place at Murrayfield Primary Academy.

- The identification of barriers to participation in all areas of school life must be a priority and where necessary, adjustments should be made to the curriculum and teaching methods.

- Class teachers are responsible for delivering a differentiated curriculum suitable for the learning needs of all pupils. The principal and SEN manager will provide advice and guidance to staff through training sessions, team meetings and curriculum staff meetings as well as on an individual basis.

- The leadership team should identify staff development needs to improve their ability to meet the needs of pupils and include these within the performance management system.

- The SEN manager and pastoral support manager will develop links with agencies that can extend the expertise of staff and extend the learning experiences of pupils.

- All staff should feel confident in their ability to deal appropriately with every pupil. They should be able to identify when a pupil is not suited to an activity, and have an alternative available.

Access to the physical environment

- Within the context of our site, which contains steps, all refurbishment will be undertaken with the intention of improving access for disabled pupils. Consideration will be given as to whether making alterations will be part of a logical plan, and provide value for money. Where a risk assessment has been undertaken, relating to a pupil with a disability, subject staff should implement the recommendations within their own teaching environment.

Access to written information:

- Pupils who have difficulty accessing standard size print should be supported by the class teacher who will become responsible for providing enlarged font material as appropriate. The inclusion team will also liaise with Suffolk's Sensory and Communication team (SCT) to ensure the pupil is supported as appropriate throughout the day/curriculum.

- The SEN manager will provide resources to support learning as appropriate, when recommended by the SCT.

Access to oral information:

- Pupils who have difficulty accessing sound within a normal hearing range should be supported by the class teacher who will become responsible for ensuring the pupil is appropriately seated to maximise hearing. The inclusion team will also liaise with the Sensory and Communication team (SCT) to ensure the pupil is supported as appropriate throughout the day/curriculum.

- The SEN manager will make use of audiology equipment to support learning as appropriate, when recommended by the SCT.

- Staff must ensure that the specific needs of every pupil has been met by forward planning of every lesson, and the production of differentiated material to meet identified needs.

- Consideration must be given to the text presented to pupils, considering the need for simplified versions where this is appropriate

- The use of interactive whiteboards must be considered in the context of a pupil's disabilities. Some formats, whilst beneficial to many pupils, will not be appropriate for all. An assessment should be made of the impact of using a technology with a class where a disabled pupil is working.

Murrayfield Primary Academy section 3 - action plan for improving accessibility 2017-2019

Target	Tasks	TIMESCALE	Responsible staff
Access to the curriculum			
Information about pupils accessibility	Update SIMS to include more detailed pupil information	July 2017	SEN manager
Barriers within subjects	Identify if barriers exist and ensure that curriculum leaders identify necessary actions	Dec 2017	Curriculum leaders SEN manager Leadership Team
SEN support plans.	All pupils with identified disability to have their needs reviewed termly	On-going – termly	SEN manager Class teachers SEN TAs
Links with external agencies	Continue to develop links with external agencies who work with disabled pupils	On-going	SEN manager Leadership team Class teachers
Increased staff awareness	Empower staff to deal with pupils appropriately by providing information during staff meetings.	On-going	SEN manager
Educational visits	Review accessibility for identified pupils on trips	On-going monitoring	SEN manager Class teachers, Administration officer
Access to the physical environment			
Steps	Work in conjunction with Premises manager to identify problem steps and ensure wooden temporary ramps are in good condition	On-going; during any alteration/refurbishment works	Premises manager Leadership team
Painting/decor	Where this is undertaken, consideration to be given to sight impaired pupils.	On-going; during any alteration/refurbishment works	Premises manager Leadership team
Evacuation procedures	Review of procedures	July 17	Premises manager Leadership team
Lighting of entrances	If appropriate	Currently fine but needs to be monitored	Premises manager Leadership team
Appropriate furniture	As guided by statement or individual need	On-going monitoring – feedback to SEN manager if required.	Premises manager Leadership team
Wheelchairs	Site survey has identified accessible rooms	July 2017 Prior to admission of pupil, needs to be discussed and agreed.	Pastoral support team SEN manager Premises manager

Access to written information:			
Enlarged print	Class teachers to be aware of pupils' needs and arrange for enlarged texts accordingly	On-going	Class teachers Class TAs SEN TAs SEN manager
Access to ICT projection/laptops for text entry	Make relevant ICT available to pupils with specific needs. SEN manager to support class teachers in the identification of needs and requirements	On-going	Class teachers Class TAs SEN TAs SEN manager
Access to verbal information:			
Considered and appropriate seating	Class teachers to be aware of pupil's needs and ensure pupil is seated within their hearing range	On-going	Class teachers Class TAs SEN TAs SEN manager
Access to audiology equipment	The SEN manager will make use of audiology equipment to support learning as appropriate, SEN manager or support class teachers in the identification of needs and requirements	On- going	Class teachers Class TAs SEN TAs SEN manager

Piper's Vale Primary Academy section 1 – Self-audit accessibility

Curriculum:	Yes	Some	No
The appropriate use of ICT will be used to support pupils with disabilities and provide alternative formats for presenting information.	x		
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	x		
Are your classrooms optimally organised for disabled pupils?	x		
Do lessons provide opportunities for all pupils to achieve?	x		
Are lessons responsive to pupil diversity?	x		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	x		
Are all pupils encouraged to take part in music, drama and physical activities?	x		
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	x		
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	x		
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education	x		
Do you provide access to computer technology appropriate for students with disabilities?		x	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	x		
Are there high expectations of all pupils?	x		
Do staff seek to remove all barriers to learning and participation?	x		
Physical surroundings:			
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, outdoor sporting facilities, playgrounds - allow access for all pupils?	x		
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	x		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	x		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?	x		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	x		
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?			x
Are areas to which pupils should have access well lit?	x		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	x		

Is furniture and equipment selected, adjusted and located appropriately?		x	
Access to the written word:			
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	x		
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections/ interactive technology and describing diagrams?	x		
Do you have the facilities such as ICT to produce written information in different formats?		x	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		x	

Section 2 - key points in the plan:

Access to the curriculum:

- The overriding principle is to provide full curricular access to all pupils who have been allocated a place at Piper's Vale Primary Academy.

- The identification of barriers to participation in all areas of school life must be a priority and where necessary, adjustments should be made to the curriculum and teaching methods.

- Class teachers are responsible for delivering a differentiated curriculum suitable for the learning needs of all pupils. The principal and SEN manager will provide advice and guidance to staff through training sessions, team meetings and curriculum staff meetings as well as on an individual basis.

- The leadership team should identify staff development needs to improve their ability to meet the needs of pupils and include these within the performance management system.

- The SEN manager and pastoral support manager will develop links with agencies that can extend the expertise of staff and extend the learning experiences of pupils.

- All staff should feel confident in their ability to deal appropriately with every pupil. They should be able to identify when a pupil is not suited to an activity, and have an alternative available.

Access to the physical environment

- Within the context of our site, which contains steps, all refurbishment will be undertaken with the intention of improving access for disabled pupils. Consideration will be given as to whether making alterations will be part of a logical plan, and provide value for money. Where a risk assessment has been undertaken, relating to a pupil with a disability, subject staff should implement the recommendations within their own teaching environment.

Access to written information:

- Pupils who have difficulty accessing standard size print should be supported by the class teacher who will become responsible for providing enlarged font material as appropriate. The inclusion team will also liaise with Suffolk's Sensory and Communication team (SCT) to ensure the pupil is supported as appropriate throughout the day/curriculum.

- The SEN manager will provide resources to support learning as appropriate, when recommended by the SCT.

Access to oral information:

- Pupils who have difficulty accessing sound within a normal hearing range should be supported by the class teacher who will become responsible for ensuring the pupil is appropriately seated to maximise hearing. The inclusion team will also liaise with the Sensory and Communication team (SCT) to ensure the pupil is supported as appropriate throughout the day/curriculum.

- The SEN manager will make use of audiology equipment to support learning as appropriate, when recommended by the SCT.

- Staff must ensure that the specific needs of every pupil has been met by forward planning of every lesson, and the production of differentiated material to meet identified needs.

- Consideration must be given to the text presented to pupils, considering the need for simplified versions where this is appropriate

- The use of interactive whiteboards must be considered in the context of a pupil's disabilities. Some formats, whilst beneficial to many pupils, will not be appropriate for all. An assessment should be made of the impact of using a technology with a class where a disabled pupil is working.

Piper's Vale Primary Academy section 3 - action plan for improving accessibility 2017-2019

Target	Tasks	TIMESCALE	Responsible staff
Access to the curriculum			
Information about pupils accessibility	Update SIMS to include more detailed pupil information	July 2017	SEN manager
Barriers within subjects	Identify if barriers exist and ensure that curriculum leaders identify necessary actions	Dec 2017	Curriculum leaders SEN manager Leadership Team
SEN support plans.	All pupils with identified disability to have their needs reviewed termly	On-going - termly	SEN manager Class teachers SEN TAs
Links with external agencies	Continue to develop links with external agencies who work with disabled pupils	On-going	SEN manager Leadership team Class teachers
Increased staff awareness	Empower staff to deal with pupils appropriately by providing information during staff meetings.	On-going	SEN manager
Educational visits	Review accessibility for identified pupils on trips	On-going monitoring	SEN manager Class teachers, administration officer
Access to the physical environment			
Steps	Work in conjunction with Premises manager to identify problem steps	On-going; during any alteration/refurbishment works	Premises manager Leadership team
Painting/decor	Where this is undertaken, consideration to be given to sight impaired pupils.	On-going; during any alteration/refurbishment works	Premises manager Leadership team
Evacuation procedures	Review of procedures	July 18	Premises manager Leadership team
Lighting of entrances	If appropriate	Currently fine but needs to be monitored	Premises manager Leadership team
Appropriate furniture	As guided by statement or individual need	On-going monitoring – feedback to SEN manager if required.	Premises manager Leadership team
Wheelchairs	Site survey has identified accessible rooms	July 2017 Prior to admission of pupil, needs to be discussed and agreed.	Pastoral support team SEN manager Premises manager

Access to written information:			
Enlarged print	Class teachers to be aware of pupils' needs and arrange for enlarged texts accordingly	On-going	Class teachers Class TAs SEN TAs SEN manager
Access to ICT projection/laptops for text entry	Make relevant ICT available to pupils with specific needs. SEN manager to support class teachers in the identification of needs and requirements	On-going	Class teachers Class TAs SEN TAs SEN manager
Access to verbal information:			
Considered and appropriate seating	Class teachers to be aware of pupil's needs and ensure pupil is seated within their hearing range	On-going	Class teachers Class TAs SEN TAs SEN manager
Access to audiology equipment	The SEN manager will make use of audiology equipment to support learning as appropriate, SEN manager or support class teachers in the identification of needs and requirements	On- going	Class teachers Class TAs SEN TAs SEN manager