

Accessibility Plan

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| Date of last review | July 2022 | Date of next review | July 2025 | |
| Review period | Three years | Owner | Operations and Finance Committee | |
| Type of policy | Statutory | | | |

This policy is currently under formal review.

*Due to committee scheduling, approval of any updates is scheduled for **February 2026**.*

This policy remains valid and in force until that time.

The aim of this plan is to set out how each school 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 effect 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 school are divided into three sections:

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

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

Section 3: The action plan

Old Ford Primary Academy

Section 1 Self-Audit – Accessibility

| Curriculum: | Yes | Some | No |
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| 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? If a person/pupil has limited access capabilities this will be identified beforehand and any assembly would be held in the dining room area on the ground floor. | | ✓ | |
| 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? | ✓ | | |

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| Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics and noisy equipment? | | ✓ | |
| On each staircase in the academy an adhesive yellow fluorescent strip will be placed on the top and bottom treads at each change of direction. | ✓ | | |
| Is furniture and equipment selected, adjusted and located appropriately? | | ✓ | |
| Access to the written word | | | |
| Do you provide information in simple language, symbols, large print, 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 are seated in order to maximise hearing potential? | | ✓ | |
| Do you ensure that staff are familiar with the technology and practices to aid hearing? | | ✓ | |
| Do you ensure that staff are familiar with the 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 SENCo, 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 .

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.
- Staff must do all that is reasonable to 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.

- 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 use 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

| Target | Tasks | TIMESCALE | Responsible staff |
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| Access to the curriculum | | | |
| Information about pupil needs | Update MIS to include more detailed pupil information | Updated termly Reviewed prior to pupil census. | SENCo network leads |
| Barriers within subjects | Identify if barriers exist and ensure that curriculum leaders identify necessary actions | Ongoing | Curriculum leaders SENCo network leads Leadership Team |
| Pupil SEN support plans. | All pupils with identified disability to have their needs reviewed termly | On-going - termly | SENCo network leads 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 managers 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 managers Class teachers Finance and administration officer |

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| 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 |

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| Access to projection/laptops for text entry | ICT | Make relevant ICT available to pupils with specific needs. SENCo 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 appropriate seating | and | 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 |

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| Access to audiology equipment | The inclusion team will use audiology equipment to support learning as appropriate to the needs of the pupil. | On-going | Class teachers Class TAs SEN TAs Inclusion team |
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Culloden Primary Academy section 1 – Self-audit accessibility

| Curriculum: | Yes | Some | No |
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| 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? | ✓ | | |

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| Is furniture and equipment selected, adjusted and located appropriately? | | ✓ | |
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| Access to the written word: | | | |
| Do you provide information in simple language, symbols, large print, 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 the 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 Lead Teacher of the Deaf 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.
- The Deaf Support Base Team offer advice and support enabling access to the curriculum for pupils with a hearing impairment by using a total communication approach. Regular training is provided for all staff in the school.

Access to the physical environment:

- Within the 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 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 do all that is reasonable to 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 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 handheld 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

| Target | Tasks | Timescale | Responsible staff | Success criteria |
|----------------------------------|--|------------------|--|---|
| Access to the curriculum | | | | |
| Information about pupil needs | MIS updated to include detailed information of pupil especially new arrivals | Ongoing | AP InclusionAdmissions 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. | Ongoing | Curriculum managers AP Inclusion 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 | AP Inclusion Class teachers SEN support staff Teachers of the deaf | SEND and DSB review days cover updating disabled pupils' needs |

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| Links with external agencies | Continue to develop links with external agencies who work with | Ongoing | Inclusion team DSB team | Increased awareness of what each external |
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| | disabled pupils. | | | 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 Teachers of the Deaf AP Inclusion | Staff are confident with their ability to teach identified pupils effectively |
| Educational visits | Discuss for identified pupils' needs on visits, particular. | Ongoing monitoring | AP Inclusion Teachers of the deaf, class teachers, Assistant Principals | Procedures reviewed for planning educational visits to ensure accessibility issues considered |

Access to the physical environment

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| Painting/decor | Where this is undertaken, consideration to be given to sight impaired pupils. | Ongoing | Premises manager AP Inclusion DSB team | Contrasting colours may be used following guidance from LA |
| Evacuation procedures | Review of procedures for SEND and DSB pupils. | Ongoing | Premises manager Principal Admissions officer AP Inclusion 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 AP Inclusion DSB | Ensure identified needs are met |

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| Wheelchairs | All rooms are identified to be accessible. | Prior to admission of pupil, needs to be discussed and agreed | Admissions team AP Inclusion Premises manager | Identify curriculum access to wheelchair users to facilitate future plans |
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| Access to written information | | | | |
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| Visual aids and enlarged print | Class teachers to be aware of pupils' 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. | ✓ | | |
| 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? | ✓ | | |

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| Is furniture and equipment selected, adjusted and located appropriately? | | ✓ | |
| Access to the written word: | | | |
| Do you provide information in simple language, symbols, large print, 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 the technology and practices developed to assist people with disabilities? | | ✓ | |

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.
- Year group and SEND managers 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 the 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 SENCo network leads will also liaise with the Visual Impairment Team to ensure pupils are supported as appropriate throughout the day/curriculum.
- The year group manager and SENCo network leads 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 SENCo network leads will liaise with agencies when required in order to fulfil/facilitate the needs of the pupil.
- Staff must do all that is reasonable to 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 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

| Target | Tasks | Timescale | Responsible staff | Success criteria |
|-------------------------------|---|-----------|------------------------------------|---|
| Access to the curriculum | | | | |
| Information about pupil needs | MIS updated to include detailed information of pupil especially new arrivals Transition meetings held with parents/previous placement | On-going | SENCo 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 SENCo LT | Plans to clearly identify any specific issues related to disability |

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| Pupil SEN support plans | All pupils with identified disability to have their needs reviewed termly. | On-going - termly | SENCo Class teachers SEN support staff Specialist | SEND review days cover updating disabled pupils' needs |
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| | | | outreach staff | |
| Links with external agencies | Continue to develop links with external agencies who work with disabled pupils. | On-going | Year group and SENCo | 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 SENCo | Year group and SENCo | 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 SENCo 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 SENCo | Contrasting colours may be used following guidance from LA |

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| 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 if appropriate to pupil needs. |
| 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 SENCo | Ensure identified needs are met |

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| Wheelchairs | All rooms are identified to be accessible. | Prior to admission of pupil, needs to be discussed and agreed | Admissions team Year group and SENCo 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 SENCo 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. | ✓ | | |
| 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? | ✓ | | |

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| 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, 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 the technology and practices developed to assist people with disabilities? | ✓ | | |

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.
- SLT and line 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 pastoral team and SENCo network leads 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 the 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 SENCo network leads will also liaise with the Visual Impairment Team to ensure pupils are supported as appropriate throughout the day/curriculum.
- The principal and SENCo network leads will provide equipment to support learning as appropriate.
- The principal and SENCo network leads will liaise with agencies when required in order to fulfil/facilitate the needs of the pupil.

Staff must do all that is reasonable to 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 appropriate and visual aids for pupils as and when required.
- Consideration will be made for the use of handheld devices for students struggling to write down written information

Ipswich Academy section 3 - access plan for improving accessibility

| Target | Tasks | Timescale | Responsible staff | Success criteria |
|-------------------------------|---|-----------|------------------------------|---|
| Access to the curriculum | | | | |
| Information about pupil needs | MIS updated to include detailed information of pupil especially new arrivals Transition meetings held with parents/previous placement | On-going | SENCo 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 | Pastoral team SENCo 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 | SENCo Class teachers SEN support staff Specialist outreach staff | SEND review days cover updating disabled pupils' needs |
|-------------------------|--|-------------------|---|--|

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| Links with external agencies | Continue to develop links with external agencies who work with disabled pupils. | On-going | Pastoral team and SENCo | 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 SENCo | Pastoral team and SENCo | Staff are confident with their ability to teach identified pupils effectively |
| Educational visits | Discuss for identified pupils' needs on visits, particular. | On-going monitoring | Pastoral team and SENCo SEN support staff Class teachers | Procedures reviewed for planning educational visits to ensure accessibility issues considered |
| Access to the physical environment | | | | |
| Painting/dec or | Where this is undertaken, consideration to be given to sight impaired pupils. | On-going | Premises manager, principal and SENCo | 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. |

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|--------------------------------|--|--|--|---|
| | | | | Consider use of evac chairs on stairs |
| Appropriate furniture | As guided by statement or individual need | On-going monitoring – feedback to Year group and SENCo if required | Premises manager , principal and SENCo | 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, principal and SENCo 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 SENCo 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. | ✓ | | |
| 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, 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 the technology and practices developed to assist people with disabilities? | ✓ | | |

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 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 SENCo network leads 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 SENCo 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 SENCo network leads will provide resources to support learning as appropriate, when recommended by the SCT.
- Staff must do all that is reasonable to 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.

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 SENCo 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 have 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.

| Target | Tasks | TIMESCALE | Responsible staff |
|------------------------------------|---|--|--|
| Access to the curriculum | | | |
| Information about pupil needs | Update MIS to include more detailed pupil information | On-going | SENCo |
| Barriers within subjects | Identify if barriers exist and ensure that curriculum leaders identify necessary actions | On-going | Curriculum leaders SENCo Leadership Team |
| SEN support plans. | All pupils with identified disability to have their needs reviewed termly | On-going – termly | SENCo Class teachers SEN TAs |
| Links with external agencies | Continue to develop links with external agencies who work with disabled pupils | On-going | SENCo, Leadership team Class teachers |
| Increased staff awareness | Empower staff to deal with pupils appropriately by providing information during staff meetings. | On-going | SENCo |
| Educational visits | Review accessibility for identified pupils on trips | On-going monitoring | SENCo 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 | Reviewed and on-going | 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 SENCo network leads if required. | Premises manager Leadership team |

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|-------------|---|---|--|
| Wheelchairs | Site survey has identified accessible rooms | July 2017 Prior to admission of pupil, needs to be discussed and agreed. | Pastoral support team SENCo Premises manager |
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Murrayfield Primary Academy section 3 - action plan for improving accessibility

| | | | |
|---|--|----------|---|
| 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 SENCo |
| Access to ICT projection/laptops for text entry | Make relevant ICT available to pupils with specific needs. SENCo to support class teachers in the identification of needs and requirements | On-going | Class teachers Class TAs SEN TAs SENCo |
| 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 SENCo |
| Access to audiology equipment | The SENCo will make use of audiology equipment to support learning as appropriate, SENCo or support class teachers in the identification of needs and requirements | On-going | Class teachers Class TAs SEN TAs SENCo |

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. | ✓ | | |
| 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, 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 the technology and practices developed to assist people with disabilities? | ✓ | | |

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 SENCo network leads 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 SENCo network leads 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.
- Staff must do all that is reasonable to 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.
- The SENCo network leads 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 SENCo network leads 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.

| Target | Tasks | TIMESCALE | Responsible staff |
|------------------------------------|---|--|---|
| Access to the curriculum | | | |
| Information about pupil needs | Update MIS to include more detailed pupil information | On-going | SENCo |
| Barriers within subjects | Identify if barriers exist and ensure that curriculum leaders identify necessary actions | On-going | Curriculum leaders SENCo Leadership Team |
| SEN support plans. | All pupils with identified disability to have their needs reviewed termly | On-going - termly | SENCo Class teachers SEN TAs |
| Links with external agencies | Continue to develop links with external agencies who work with disabled pupils | On-going | SENCo Leadership team Class teachers |
| Increased staff awareness | Empower staff to deal with pupils appropriately by providing information during staff meetings. | On-going | SENCo |
| Educational visits | Review accessibility for identified pupils on trips | On-going monitoring | SENCo 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 | Ongoing | 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 SENCo if required. | Premises manager Leadership team |

| | | | |
|-------------|---|--|--|
| Wheelchairs | Site survey has identified accessible rooms | Prior to admission of pupil, needs to be discussed and agreed. | Pastoral support team SENCo Premises manager |
|-------------|---|--|--|

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

| | | | |
|---|--|-----------|---|
| 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 SENCo |
| Access to ICT projection/laptops for text entry | Make relevant ICT available to pupils with specific needs. SENCo to support class teachers in the identification of needs and requirements | On-going | Class teachers Class TAs SEN TAs SENCo |
| 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 SENCo |
| Access to audiology equipment | The SENCo will make use of audiology equipment to support learning as appropriate, SENCo or support class teachers in the identification of needs and requirements | On- going | Class teachers Class TAs SEN TAs SENCo |

Section 1
Self-Audit – Accessibility

This audit has been completed on the basis of plans for Woodbridge Road Academy. We will re-audit at the end of the first year.

| 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? If a person/pupil has limited access capabilities this will be identified beforehand and any assembly would be held in the dining room area on the ground floor. | ✓ | | |
| 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? | ✓ | | |
| On each staircase in the academy an adhesive yellow fluorescent strip will be placed on the top and bottom treads at each change of direction. | ✓ | | |
| Is furniture and equipment selected, adjusted and located appropriately? | ✓ | | |
| Access to the written word | | | |
| Do you provide information in simple language, symbols, large print, 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 are seated in order to maximise hearing potential? | ✓ | | |
| Do you ensure that staff are familiar with the technology and practices to aid hearing? | ✓ | | |
| Do you ensure that staff are familiar with the technology and practices developed to assist people with disabilities? | ✓ | | |

Woodbridge Road 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 Woodbridge Road Academy.
- The identification of barriers to participation in all areas of school life will be a priority and we will work with pupils and their families to overcome these barriers.
- Leaders will identify staff development needs to improve their ability to meet the needs of pupils and include these within the induction and performance management system.
- We will use our links with external agencies to develop the expertise of staff and extend the learning experiences of pupils. This will include working in partnership with other special schools.
- 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:

- Woodbridge Road Academy will occupy a new build site which will be compliant to DDA standards.
- 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 leadership team will also liaise with the Visual Impairment Team to ensure pupils are supported as appropriate throughout the day/curriculum.
- The leadership team will provide equipment to support learning as appropriate.
- The leadership team will liaise with agencies when required in order to fulfil/facilitate the needs of the pupil.

• Staff must do all that is reasonable to 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 appropriate and visual aids for pupils as and when required.
- Consideration will be made for the use of handheld devices for students struggling to write down written information

Woodbridge Road Academy section 3 - access plan for improving accessibility

| Target | Tasks | Timescale | Responsible staff | Success criteria |
|---------------------------------|---|-----------|-------------------------------------|---|
| Access to the curriculum | | | | |
| Information about pupil needs | Personalised transition plan for each pupil with information recorded and shared. | On-going | Principal LT Administration 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 | LT Teachers | Plans to clearly identify any specific issues related to disability |

| | | | | |
|-------------------------|---|-------------------|--|---|
| Pupil SEN support plans | All pupils will have support plans which will be reviewed termly. | On-going - termly | LT Class teachers TAs Specialist outreach staff | SEND review days cover updating pupils' needs |
|-------------------------|---|-------------------|--|---|

| | | | | |
|--|---|-----------------------|---|---|
| Links with external agencies | Continue to develop links with external agencies who work with disabled pupils. | On-going | LT | 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. | Induction and ongoing | LT | Staff are confident with their ability to teach identified pupils effectively |
| Educational visits | Discuss for identified pupils' needs on visits, particular. | On-going monitoring | LT SEN support staff Class teachers | Procedures reviewed for planning educational visits to ensure accessibility issues considered |
| Access to the physical environment | | | | |
| Painting/dec or | Where this is undertaken, consideration to be given to sight impaired pupils. Low contrast should be maintained for pupils with autism. | On-going | Premises manager LT | Contrasting colours may be used following guidance from LA |

| | | | | |
|--------------------------------|--|---|--|--|
| Evacuation procedures | Review of procedures for SEND pupils. | On-going | Premises manager Administration officer LT | Review of needs of pupils at Woodbridge Road 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 LT as required | Premises manager LT | Ensure identified needs are met |
| Wheelchairs | All rooms are identified to be accessible. | Prior to admission of pupil, needs to be discussed and agreed | LT 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 TAs | 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 SENCo Staff trained in the use of the equipment and programmes. | On-going | Class teachers TAs staff | Pupils using appropriate ICT equipment and software. Staff to be aware of how pupils can use ICT to support their learning. |

**Appendix one - Woodbridge Road Academy temporary accommodation from September 2022
- Murrayside Community Centre**

Due to delays with the DfE and the appointment of the building contractor, Woodbridge Road Academy is opening in temporary accommodation. This accommodation is in the Murrayside Centre which is a building owned by Suffolk County Council (SCC). SCC are responsible for the maintenance of the building and grounds. The DfE is paying SCC rent for us to occupy the building.

**Woodbridge Road Academy (temporary accommodation)
Section 1 – Self-audit accessibility**

| Physical surroundings: | Yes | Sometimes | No |
|---|-----|-----------|----|
| 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? | | ✓ | |