



Accessibility Plan 2016-19

About this policy

Date of last review: 30.1.2016
Date of next review: 1.1.2020

The Local Governing Body of Inkersall Primary Academy adopted this policy statement in January 2016.

Legislative Context

This plan is constructed in compliance with advice provided in Accessible Schools: Summary Guidance June 2002
Equality Act 2010: Schedule 10, Paragraph 3
Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005.

Our School Mission

Through our SMART ethos and our GROW curriculum we celebrate each and every child's unique nature and talents, working together so that all achieve success. We pride ourselves on forming strong relationships with pupils, parents and outside agencies to ensure children who have special educational needs and/or disabilities are included, supported and valued in all aspects of school life.

Purpose

This plan should also be seen in relation to the following school documents:

- Equality Objectives
- SEND Policy
- SEND Report
- Supporting pupils in school with medical conditions policy and procedures.

The plan covers the following three key areas:

- Access to the school environment- improving the physical environment of the academy for the purpose of increasing the extent to which disabled pupils can take advantage of education and benefits, facilities or services provided or offered by the academy.
- Access to the curriculum- increasing the extent to which disabled pupils can access the curriculum.
- Access to information- improving the delivery to disabled pupils of information which is readily available to pupils who are not disabled.



The plan outlines short – medium- long term targets covering the period 2017 to 2020. A series of actions have been proposed to improve access, with clear success criteria, person(s) responsible, possible resource implications and monitoring and review dates.

The plan will be reviewed annually.

Improving the physical environment:					
	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short – term	To improve the accessibility for all throughout school.	Painting yellow strips onto all steps and painting bannisters and hand rails yellow.	Steps inside and outside school more visible.		
Medium – term	To improve the sensory environment.	Create a sensory room	Children will be able to have a sensory experience to improve their language and their ability to control emotions.		
Long – term	To have stair lifts for internal stairs	Get quotes and have stair lifts fitted to ensure those in wheel chairs can easily access all areas of school.	School will be fully accessible for all		



Improving the delivery of information					
	Targets	Strategies	Outcome	Timeframe/ Cost	Goals Achieved
Short – term	To improve the sharing of targets between SENCo, class teacher, parents and children	Half-termly meetings with parents to create and evaluate targets. The child will have an individual target sheet to complete so they are aware of what they are working on to move their learning forward	Parents will be up to date with the provision their child is receiving. The child will be aware of their targets so they know what they are working towards	Cover of class	
Medium – term	To improve the timeframe in which we give SEND information to parents	Ensuring SEND information is given out to parents with at least a 2-week timeframe.	All parents/Carers will have a better chance to engage fully with school life and their children's education		
Long – term	To make all information sent home accessible to all family members.	Translate letters home into Braille and have a system in place for parents who are hearing impaired	All parents/Carers will have a better chance to engage fully with school life and understand what is happening		



Improving access to the curriculum					
	Targets	Strategies	Outcome	Timeframe	Goals Achieved
Short – term	To ensure all classrooms are Autism Friendly.	Staff meeting Spring 2	Staff will understand what it means to be autism friendly and class environments will reflect this.		
Medium – term	To ensure all staff are trained in dyslexia friendly strategies.	Staff training Spring/Summer 2016	Staff will understand what it means to be dyslexia friendly and class environments will reflect this. Use Lexia in classrooms		
Long – term	To ensure classrooms are hearing friendly and visually impaired friendly	Get quotes and have sound dampening blinds and soft lighting fitting	School and the curriculum will be fully accessible for all		