

Blackley Academy Accessibility Plan

Department Owner	Operations (National)
Section Owner	Education (National SEND Lead)
Approver	Education & Personnel Committee
Date Approved	July 2015
Review Date	July 2017
Status	This policy must apply to all E-ACT academies. The Headteacher is responsible for ensuring that all academy specific information is completed.

Accessibility Plan [2015 - 2018]

1.1 Introductory statement

This Accessibility Plan (**Plan**) has been drawn up in consultation with the Academy and covers the period from September 2015- 2018. The plan is available in large print or other accessible format if required.

The plan takes account of the Academy's public sector equality duty set out in section 149 of the Equality Act 2010.

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2 Background

2.1 The Academy's layout and facilities

The Academy is committed to making reasonable adjustments to allow disabled pupils to access educational provision. The Academy occupies a 2 storey Victorian building with separate new build single storey Nursery facility. The main building houses classrooms for 2 form entry from Year 1 – 6 with individual locker facilities attached to each class. A large indoor and outdoor Reception provision is located centrally on the ground floor. The second storey is accessed by two sets of stairs at either end of the building and a lift. Facilities have been adapted to support specialist medical provision in the Nursery with a rise and fall bed for medical protocols. The school has accessible toilets in the main building and Nursery and an Evac chair is located on the second storey for emergency access for pupils in a wheel chair.

We plan, over time, to increase the accessibility of provision for all pupils, staff and visitors to the Academy in the following areas:

- increase the extent to which disabled pupils can participate in the Academy curriculum
- improve the physical environment of the Academy to increase access to education by disabled pupils
- improve the delivery of information to pupils, staff, parents and visitors with disabilities.

Attached are three action plans relating to the above. These will be reviewed as and when necessary. It is acknowledged that there will be need for ongoing awareness training for all staff in the matter of disability discrimination and the potential need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Academy prospectus
- disability equality scheme
- equal opportunities policies
- health and safety policy
- special educational needs policy

The Plan will be monitored through the Raising Achievement Board. There will be a full review of the Plan in the summer term of each year and a new Plan will be produced to cover the next three years for the autumn term.

3 Welcoming and preparing for disabled pupils

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the Academy and to satisfy the current admissions criteria, the Academy is committed to providing those reasonable adjustments.

In order to meet the needs of disabled pupils, the Academy requires full information. The Academy will ask prospective pupils to disclose whether they have received any learning support, have had an educational psychologist's report or have any disability or other condition of which the Academy should be aware. Where a pupil has an Education Health Care Plan the Academy will work with the Local Authority (**LA**) who makes and maintains the Plan to ensure that the identified provision is delivered in an appropriate manner.

In assessing the pupil or prospective pupil, the Academy may need to take advice and require assessments as appropriate. The Academy will be sensitive to any issues of confidentiality.

Increasing the extent to which disabled pupils can participate in the Academy curriculum

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Enable staff to increase their knowledge and understanding of needs of disabled pupils and differentiating the curriculum.	Purchase cream exercise books and coloured whiteboards for use with children with DSEN and cream paper for use for reading activities with all children and parents.	Staff confidence in providing appropriate teaching and support to more fully meet the requirements of disabled pupils' needs with regards to accessing the curriculum.	2016	Flexible approach to disabled pupils and increase in access to the National Curriculum. Success of disabled pupils in examinations.
		Continue to include strategies such as class visual timetables and a class alphabet arc as elements of 'dyslexia friendly' classrooms		2016	
		DSEN Toolkit available on Teacher's shared – regularly updated as a resource library to support capacity building and teacher knowledge of a range of DSEN.		2017	
	Appropriate use of specialised equipment to benefit individual pupils & staff	Curriculum reflects provision across a broad profile of DSEN need addressing accessibility for all across the Academy.		2015	Reasonable Adjustments in the Classroom Checklist to be shared with all staff (attached as Appendix).
		Implementation of SEND Code of Practice through: EP, SALT, Lancasterian Sensory/physical and Medical Team and other outside agency consultations which involve parents.		2016	
		Staff training on Quality First Teaching and differentiation. Information for teachers on differentiating and personalising the curriculum for pupils with additional needs Reorganisation of TAs supporting individual children. Training for TA to meet the high medical needs of a child in the Nursery.		2017	
	Individual Health Care Plans-IHCP for	2016			

		children with high medical needs compiled with School nurse, parents and SENDCO.		2016	
		Set up procedures for obtaining information for pupil profiles for pupils at SEN Support APDR cycle and devise for children with EHCPs. Ensure relevant adults are in possession of the profiles.		2016	
		Identifying and tracking of pupils with DSEN and those disadvantaged by: Pre-school provider and home visits for new EYFS children.		2016	
		Carry out termly pupil progress meetings with a standalone review of the APDR cycle for DSEN and disadvantaged pupils which create ensuing actions.		2017	
		Use of targeted pupil premium funding: 1-1 specialist teaching.		2017	
		Invite children to a homework club who have difficulty completing homework at home.		2016	
		Curriculum reflects the diversity of community and high expectations and aspirations for all pupils through inclusive Futures curriculum		2016	
		Counselling for targeted children by the Pastoral Team.		2016	
		SEMH support in the ACORNS resource through a range of therapies and Boxall Profiling.		2015	Access arrangements support pupils with DSEN
	Parental and pupil feedback	Access arrangements for pupils with DSEN in assessments		2017	Feedback used to inform future priorities and school Improvement.

		Questionnaire / consultation with parents of pupils with SEND			
Medium term	Apply and maintain for Dyslexia – Friendly school	Dyslexia-friendly classrooms - hols school training and monitoring Review layout of furniture and equipment to support the learning process in individual classes. Level 2 ASD training attended by TA role of Autistic Champion developed in and across school		2018 2018	BDA Dyslexia friendly Kite Mark Increased access to the curriculum for pupils with autism. Autistic Champion training completed and disseminated to staff Autism audit demonstrates that classroom practice is adapted to meet the needs of children with autism
Long term	Inclusion Quality Mark	Work towards fulfilling the criteria through increased staff DSEN knowledge, capacity and practice.			Inclusion Quality Mark

Improving the physical environment of the school to increase access to education by disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments.	Seek advice from LA sensory support service on appropriate colour schemes.	Some areas are made more accessible to visually impaired children.	2015	Physical environment improved.
Short term	Enable disabled pupils and visitors to park within reasonable distance of the School.	Designate at least one parking space for disabled people and signpost it clearly.	Parking for disabled people achieved.	2015	Improved access to School site.
Short Term	Provide access to upper storey classrooms if at all practicable	Research and cost lift / staircase and funding with the LA.	Ability of disabled pupils to access all areas of the School.	2015	Improved access to educational facilities.
Medium term	Provide accessible toilet facilities for disabled pupils and visitors.	Identify appropriate existing facility and improve it.	Minimum of one accessible toilet.	2016	Improved facilities for disabled students and visitors.
Medium term	Provide medical room in main building	Extend existing accessible toilet	Pupils with high needs to access medical room in main building	2018	Improved medical facilities for pupils with high medical needs.
Medium term	Improve signage to indicate access routes around school	Provide access plan of building in reception area for visitors to school.	Signs indicate disabled parking bays, lifts and wheelchair friendly routes around school.	2017	Disabled pupils, parents and visitors aware of wheelchair access to all parts of the school.

<p>Long term</p>	<p>Enable disabled pupils and visitors to access the ground floor of the School building.</p> <p>Plan to fit ramps and handrails to the entrances and exits which have priority.</p>	<p>Planned use of minor capital delegated resources and discuss with the LA using Schools Access Initiative funding.</p>	<p>Having secured capital resources from the LA the school's entry areas will be fully accessible.</p>	<p>2018</p>	<p>Physical accessibility increased.</p>
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Improving the delivery of information to disabled pupils

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short term	Ensuring availability of written material in alternative formats.	Become aware of the services available through the LA for converting written information into alternative formats.	If needed, the School could provide written information in alternative formats.	2016	Delivery of information to disabled pupils is improved.
Short term	Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information			Information communicated in an inclusive manner
Medium term	Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	Website accessible for all.	2017	Website accessibility increased.
Long term					

