

## Intake Primary Academy - Access Plan 2021-2022

### Purpose of the Plan

The purpose of this plan is to show how Intake Primary Academy intends, over time, to increase the accessibility of our school for disabled pupils.

### Definition of 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.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. Handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

<u>Outcomes</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Who</u>	<u>Success Criteria</u>
<p><b>1 Access to the Physical Environment</b></p> <p>The school is aware of the access needs of pupils, staff, parents and governors</p> <p>The school staff/governors are aware of access issues</p>	To create access plans for individual children with disabilities as part of the SEND Support Plan Process	From Sept 2018 as part of SEND support plan review process	DC/Class teachers	All children with access issues identified and addressed with a clear support plan
	Through survey find out if the access needs of parents/carers are being met through annual questionnaire	Spring term 2019	DC to distribute at parents evening	All adults - staff, parents, Govs, visitors have access issues identified and addressed
	Circulate information on Access to work scheme	Summer 2019	DC	Information on accessibility in and around the school is shared
	One Page profile information shared with new staff and support staff to ensure continuity of care for children through transition	Summer 2019	DC- ensure all 1 PP completed for SEND children and shared	All staff aware of needs of children with a disability at all times

<p>Ensure access for all to Reception area for all</p> <p>Ensure safe access and learning environment for Visually/hearing impaired children/staff/parents/visitors</p> <p>Ensure all disabled pupils, staff and visitors can be safely evacuated</p>	<p>Ensure wheelchair access and appropriate seating are not obstructed or prevented by anything.</p> <p>Only necessary furniture and resources in the classroom. Rooms are tidy and there is a clear exit route and path through the classroom.</p> <p>Ensure there is a Personal Emergency Evacuation Plan for all Disabled Pupils</p> <p>Ensure all staff are aware of their responsibilities in evacuation, particularly in relation to children with SEND</p>	<p>Daily Checks From Sept 2018</p> <p>From Sept 2018</p> <p>From Sept 2018</p> <p>From Sept 2018</p>	<p>Office staff</p> <p>Class teacher and JT</p> <p>DC/Teacher</p> <p>DC</p>	<p>Disabled, parents, visitors etc feel welcome and have easy access to the building</p> <p>All disabled will feel safe in their environment</p> <p>All pupils are safe in the event of a fire</p>
<p><b>2 Access to the Curriculum</b></p> <p>Increase staff confidence in differentiating the curriculum to meet the needs of all learners</p>	<p>Audit staff to identify training needs and make all staff aware of opportunities for professional development</p> <p>Additional specific CPD provided for identified staff.</p> <p>Seek the support of external agencies and services where appropriate eg VI team, HI team, ASD team.</p> <p>Frequent staff meetings to share good practice.</p>	<p>Sept 2018</p> <p>Ongoing as part of school CPD programme</p> <p>Ongoing</p> <p>Ongoing Sept 2018 onwards</p>	<p>DC</p> <p>SLT/ support staff</p> <p>DC</p> <p>Inclusion Team</p>	<p>T&amp;L strategies and a differentiated curriculum serve to meet the individual needs of all learners</p> <p>All children benefit from experiencing and enjoying visits out of school and residential visits.</p> <p>Children with disabilities, their</p>

<p>All school visits, including residential visits in Y3, Y4, Y5 and Y6 to be accessible to all pupils</p> <p>Ensure increased numbers of staff are Makaton training and are using this effectively in their practice to support communication</p> <p>Ensure after school clubs are accessible to all pupils</p>	<p>Provide guidance for staff on making visits accessible, seeking support as above when required</p> <p>Assist staff with formulating risk assessments to consider the needs of pupils with disabilities</p> <p>Staff to attend regular Makaton refreshers and staff in school to share existing practice with other staff</p> <p>Assist staff in formulating risk assessments to consider the needs of pupils with disabilities</p> <p>Ensure appropriate training of staff is undertaken to support disabled children</p> <p>Provide resources for all</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>IS</p> <p>IS</p> <p>All</p>	<p>parents and staff feel confident</p> <p>Early Support in place for children with SEND.</p> <p>Increased understanding and communication for children with SLCN and EAL learners.</p> <p>All children benefit from experiencing after school club and extra curriculum activities. Families of children with disabilities will feel that their child is safe and achieving.</p>
<p><b>3 Access to Information</b></p> <p>Improve communication with parents and accessibility to information</p>	<p>Review existing communication systems and survey parents:</p> <ul style="list-style-type: none"> <li>- Continue to produce curriculum newsletter</li> </ul>		<p>JT, CG and Inclusion team</p> <p>All staff</p>	<p>All parents able to access school information with appropriate support provided when required</p>

	<ul style="list-style-type: none"><li>- Introduce new welcome to school booklet</li><li>- Continue parents evening meetings termly</li><li>- review provision for home visits</li><li>- continue text message service</li><li>- Develop the website to share information</li><li>- Develop class blogs</li><li>- Review admission process</li><li>- Develop parent and pupil voice</li></ul>			
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