



Accessibility Plan 2023

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010 and the Shireland Collegiate Academy Trust Action Plan Guidance.

Targets	Strategies	Responsibilities	Timescales	Success Criteria
Increase access to the curriculum for pupils with a disability				
To liaise with preschool providers and education establishments to prepare for the new and midyear transfer of pupils each year.	To identify pupils who may need adapted or additional provision.	EYFS leader, SENCo, class teachers and SLT.	Preschool May to July Ongoing for mid-year transfers.	Develop relationships so that appropriate provision can be put in place for when children start EYFS and ensure smooth transfer for midyear transfers.
To review policies to ensure they reflect inclusive practices and procedures.	To comply with the Equality Act 2010.	Principal, SLT and Standards & performance committee.	Ongoing.	All policies clearly reflect inclusive practice and procedures.
To establish and maintain close liaison with outside agencies and families of pupils with additional needs.	To ensure collaboration between all key personnel and sharing between the Academy and families is efficient.	Principal, SLT, Teaching staff and outside Professionals.	Ongoing.	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning. Ensuring staff training needs are identified and put in place.
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra curriculum provision.	Create personalised risk assessments and access plan for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure actions including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	SLT, SENDCo and all teaching staff, extracurricular service providers and education visit settings.	Ongoing.	Evidence that appropriate considerations have been made.

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Adaptations to the curriculum to meet the needs of individual learners.	Pastoral support, lesson adaptations. Speech and language programmes. Access arrangements for assessments and National tests.	SENDCo and class Teachers.	Ongoing.	Needs of all learners met enabling positive outcomes.
Appropriate use of specialised equipment to benefit individual pupils and staff.	Coloured overlays for pupils with visual difficulty. Reading Rulers Specially, shaped pencils and pens for pupils with grip difficulty. Use of wedge / wobble cushions, chew toys and fiddle toys.	SENDCo and class teachers and outside professionals.	Ongoing.	Increase access to the curriculum. Needs of all learners are met.
Improve educational experiences for hearing and visually impaired pupils.	Consult sensory support team. Use of magnifies, Braille keyboards, enlarged reading material. Radio aids, consider hearing loop, consult with Hearing Impairment team. Resources implemented for individual needs.	All class teachers SENDCo.	Ongoing.	Increased access to the curriculum with staff trained on how to use equipment and the learning experience of pupils enhanced.
Improve and maintain access to the physical environment				
Improve the physical school environment.	The Academy will take account the needs of pupils and families with physical disabilities and sensory impairment when planning and undertaking future improvements and refurbishment of the site and premises such as Access, Lighting, colour schemes, Ramps, wheelchair accessible toilets, signage, parking bays and wheelchair access to enable visitors, families and pupils to access all areas.	Principal and SLT.	Ongoing.	Evidence that appropriate considerations have been made where physical school improvements have been made.

Targets	Strategies	Responsibilities	Timescales	Success Criteria
Ensure that reasonable adjustments are made for pupils and families with a disability, medical condition or other access needs.	Create personalised risk assessments, Personal evacuation and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensuring actions including emergency evacuation procedures are clear and that staff are capable of carrying them out.	SENDCo, Principal, SLT and outside Agencies.	Ongoing.	Inclusion for all pupils. Safe evacuation in an emergency.
Improve the delivery of information to pupils with a disability				
To enable improved access to written information for pupils, families and visitors.	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing.	Principal, SENDCo and teachers.	Ongoing.	Evidence that all appropriate and reasonable adjustments have been made.
Ensure that reasonable adjustments have been made for parents with disability, medical or other access needs so as they can fully support their child's education.	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible such as: Hearing loops, Large print resources, internal signage, pictorial or symbolic representation.	Principal, SENDCo, teachers and SLT.	Ongoing.	Evidence that all appropriate and reasonable adjustments have been made so that parents can fully support their children in their education.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	3			
Corridor access	7			
Lifts	1			
Parking bays				
Entrances	1 main, 3 EYFS, 4 KS1, 2 KS2			
Ramps	0			
Toilets	26 girls and boys, 5 disabled child 4 disabled/staff			
Reception area	1			
Internal signage	All emergency exits and call points clearly marked			
Emergency escape routes	14			