



St Meriadoc CE Infant Academy Accessibility Plan 2019 - 2022

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the Academy 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 Academy curriculum;
- improving the environment of the Academy to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the Academy's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The school will annually review its audit of current provision and will set new targets according to the findings of this review. The accessibility plan will also be reviewed as and when any new children with specific needs join the Academy.

The main priorities in the Academy's plan fall into the following areas;

- Increasing the extent to which disabled pupils can participate in the Academy curriculum.
- Improving access to the Academy's physical environment (building and grounds).
- Improving written information for disabled pupils.

The Academy makes its accessibility plan available in the following ways:

A paper copy is available from the office. This can be photocopied onto a variety of coloured paper if required, and can be enlarged to any size.

It is available to download from the school's computer network and can also be accessed via the website.

Our Accessibility Audit. Reviewed September 2019

Section1: How does your Academy deliver the curriculum?

Question	Yes	Partly	No
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 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 form 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?	✓		

Section 2: Is your Academy designed to meet the needs of all pupils?

Question	Yes	Partly	No
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – 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 disability; 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, noisy equipment?	✓		
Is furniture and equipment selected, adjusted and located appropriately?	✓		

Section 3: How does your Academy deliver materials in other formats?

Question	Yes	Partly	No
Do you provide information in simple language, symbols, large print, on 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?	✓		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓		

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Priority Target	Action	Involvement	Timescale	Evaluation / impact
Increasing the extent to which pupils can participate in the curriculum.	<ul style="list-style-type: none"> Staff aware of pupils individual needs. 	All teaching staff	Ongoing	
	<ul style="list-style-type: none"> Ensure relevant pupils can access the curriculum by using and employing relevant trained staff. 	All staff in contact with these pupils, SENCo.	Ongoing	
	<ul style="list-style-type: none"> Effective use of equipment to promote learning as appropriate e.g. specialist software, sloping desk. 	All staff	As needed	
	<ul style="list-style-type: none"> Effective differentiation in planning and use of variety of learning styles. 	All teaching staff	Ongoing	
	<ul style="list-style-type: none"> Monitoring of pupil progress to ensure good progress is made by all pupils. 	Head, SENCo and teaching staff	Half termly	
	<ul style="list-style-type: none"> School visits attainable to all. Suitable provision made. 	Educational visit coordinator and all staff.	As required	
Improving the delivery of information in writing in an appropriate form.	<ul style="list-style-type: none"> Provide suitably enlarged, clear print for pupils with visual impairment. 	All staff	As needed	
	<ul style="list-style-type: none"> Provide printed information on coloured paper 	All staff in contact with these pupils,	As needed	

	for those who need it.	SENCo.		
	<ul style="list-style-type: none"> The school administrative staff and teaching assistants will support and help parents access information and complete forms for them if necessary. 	Admin staff and teaching assistants	As needed	
	<ul style="list-style-type: none"> Use coloured background for information on the Smart boards for those pupils who need it. 	All teaching staff.	As required	
Improving the Physical Environment of the school.	<ul style="list-style-type: none"> Renew painting of edges of outside steps 	Caretaker	End Feb '21	Previously completed but keep under review
	<ul style="list-style-type: none"> Paint external handrails to make more obvious 	Caretaker	End Feb '21	Previously completed but keep under review
	<ul style="list-style-type: none"> To investigate improved acoustics and hearing system for school hall. 	Head and business manager	Review at intervals until Summer 2022	It would be very difficult to implement a system to suit everyone. Keep under review.