Accessibility Plan

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Purpose of the Plan
The purpose of this plan is to show how Monkshouse Primary Academy intends to continue to increase the accessibility of our academy for disabled pupils.

This Accessibility Plan ensures that we continue to improve all aspects of the physical environment of the school, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

Definition (Equality Act 2010)

"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". Under the Equality Act 2010 substantial is defined as 'more than minor or trivial' and 'long term' means has lasted or is likely to last more than 12 months. The definition is broad and includes children with a wide range of impairments including hidden disabilities. All those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The Accessibility Plan shows how access continues to improve for pupils with disabilities, staff and visitors to the school.

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA`s against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

The Governing Body is responsible for ensuring the implementation and resourcing of the Plan and for reviewing the Plan. Monkshouse Primary Academy is committed to providing an accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. The school will strive to remove or minimise potential barriers to learning allowing all children to achieve and participate fully in school life.

Access to the Physical Environment

Accessibility Plan				
Equality and Inclusion and Physical Environment				
Actions	**Strategies**	**Resources**	**Recommendation/ Timescale**	**Outcome**
Accessible car parking.	2 disabled parking spaces are situated to the left of the main reception area.	Maintain disabled parking spaces.	Ongoing	Parking available for disabled people.
Dropped kerbs at side of main vehicle entrance.	Kerb is lowered to allow wheelchair access to reception and other outside doors at front of school.	Maintain the area.	Ongoing	Disabled people able to access school.
Accessible toilet / changing and shower room.	There are 2 disabled toilets in school, one with a shower. These are situated in the upper and lower KS2 areas of the school.	Keep disabled toilets clear for good access.	Ongoing	Access always available to 2 disabled toilets.
Access onto and off playground / school site from school building. Access around school building.	All doors leading onto the playground are accessible for a wheelchair except door from LKS2 cloakroom area. Main reception accessible by wheelchair. School site all on one level.	Maintain highlighted yellow paint on steps. Look into the feasibility of installing a ramp from LKS2.	Ongoing	Disabled access to playground maintained.
Corridors.	Corridors are free of clutter and furniture.	Keep corridors clear for access/ fire procedures.	Ongoing	Corridors are clear for ease of access/exit.
Inner doors.	Doors can accommodate wheelchairs.		Ongoing	Ease of movement around school.
Regular review of Fire Evacuation Procedures.	Fire Drill termly. Fire Alarms flash for hearing impaired children and adults.	Ensure personal emergency evacuation plans are in place for all physically disabled pupils and staff.	Ongoing	Everyone can evacuate the building safely.
Accessibility for parents in the Reception area.	Dropped height desk for wheelchair users.	Desk.	Ongoing	Parents can easily access the Reception area.

Before and After school Club.	Kept in line with the rest of the school.	Ongoing to ensure all children can access wrap around care.	Ongoing	Wraparound care and school clubs accessible for all.
Maintain access around exterior of school.	Ensure pathways are kept clear of vegetation. Ensure surfaces are maintained and are as flat as possible.	Ongoing to ensure people with disabilities can move around unhindered.	Ongoing	Access around the school is clear.
Provision of private room spaces to enable confidential meetings to take place with SENDCO, staff, support agency staff and parents.	A designated Meeting Room is available along with the SEND Room for privacy.	Designated Meeting Room and SEND Room.	Ongoing	Rooms are accessible for confidential meetings.
Provision for small group work and individualised work for targeted learners.	Areas within school have been designated for intervention groups and 1:1 support.	Two rooms in Upper KS2 area. BAFTA Room. Designated areas around the school in both Key stages.	Ongoing	Facilities are available for group work and 1:1 sessions throughout the school day.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	Staff trained. Medical conditions policy. Individual medical records completed.	Designated medical room. Trained staff. 1:1 provision where necessary.	Ongoing	Pupils with medical needs adequately catered for.

Improving curriculum access

Actions	Strategies	Resources	Timescale	Outcome
Learning environment.	Review the layout of all classrooms and make sure there is access for all pupils. Ensure visually stimulating environment for all pupils.	Colourful, lively displays in classrooms and inviting areas.	Ongoing	A lively and inviting environment is maintained at all times.
Provision Mapping.	SENDCO to continue to implement Active Learning Mat Guidance monitoring pupil target setting and progress ensuring teachers set SMART targets that are regularly reviewed and adapted.	SENDCO Time Teachers	Guidance set in September with dates for the year ahead.	All pupils will have SMART targets that are reviewed at least 3 times per year.

Access to resources / learning for pupils with hearing impairment	Class teachers to review organization of access to resources in individual classrooms and ensure labels and signs are inclusive and promote independence. Seek advice from the Sensory Education Support Service. Adults to wear radio aid in class and assemblies.	Specialised radio aids from SEST.	Ongoing Implement advice after visits from teacher for the hearing impaired.	Staff are successfully using specialised equipment provided.
Access to resources for pupils with visual impairment.	Class teachers to review organization of access to resources in individual classrooms and ensure labels and signs are inclusive and promote independence. Seek advice from the Sensory Education Support Service. Provision of extra screen in class / magnifiers etc. Coloured overlays / background colour for IWBs where appropriate. Writing is enlarged for easier access where appropriate. Exercise books purchased from the Partially Blind Society. Visualizer contract/equipment supplied.	Visualizer. Exercise books from partially blind society.	Ongoing Implement advice after visits from teacher for the visually impaired.	Pupils will be referred to visual processing clinic if required. Specialised equipment is set up in the classroom to aid visibility and access to IWB resources.
Audit of pupil needs and staff training to meet those needs.	Review the needs of those pupils with a disability. Make sure teachers are aware of these needs and plan for them accordingly. Teachers to access appropriate training courses.	SEND register SENDCO Teachers CPD	SEND register is regularly updated reflecting any changes on a continual basis. Staff training is ongoing to reflect the needs of the children.	Pupils can reach their full potential.
Training & links.	Provide appropriate and relevant ongoing training for all staff on matters of inclusion.	Training over the past three years includes; Autism Tier 1, Friends for Life, Precision Teaching, Trauma, Emotional	Ongoing	Staff are appropriately trained to meet a variety of special educational needs and disabilities.

		Literacy, Solution Focused Therapy, Elklan Speech & Language, WellComm, Language for Thinking, Lego Therapy, Art Therapy, various ASD/ADHD courses, Adaptive Practice, Drawing & Talking Therapy, Feelings Detectives.		
All out of school activities are planned to ensure, where reasonable, the participation of all pupils.	All out of school activities risked assessed for inclusion of all pupils, where reasonable.	Risk assessments.	All out of school activities are conducted in an inclusive environment with providers that comply with all current and future legislative requirements.	All pupils are fully included in all opportunities.
Early identification of pupils who may need additional to or different provision when joining the school. To liaise with Nursery providers to review potential intake for September.	To identify pupils who may need additional to or different provision for the September intake.	EYFS Teachers EYST Team involvement. SENDCO Time	Ongoing	Transition for pupils from Nursery provision into school is smooth with adequate and appropriate resources and provision.
To review all statutory policies to ensure they reflect inclusive practice and procedure.	To comply with the Equality Act 2010 and the SEND Code of Practice 2015.	Time SENDCO	Ongoing	Policies are updated annually in line with legislation and clearly reflect inclusive practice and procedure.
To establish close liaison with outside agencies for pupils with ongoing medical needs.	All health care plans are regularly updated and health professionals contribute to these.	First Aiders SENDCO Staff training	Ongoing	Healthcare Plans are in place and updated. Staff trained.

To ensure staff have up to date training in order to cope with the needs of the children at the school.	Continue to provide continuous CPD opportunities that reflect the needs of all special educational needs and disabilities.	Costs Time	Ongoing	Staff are equipped to successfully support all pupils to ensure inclusive practice.
To ensure access to the full curriculum for all children.	CPD for staff involving outside agencies where necessary. Providing an adapted curriculum as necessary with appropriate resources. Use specific equipment sourced from specialist services. Use of interactive ICT equipment. Trained Support Staff. Access support from the Physical Disabilities outreach services/Lincoln St Francis School.	Specialised Equipment Time	Ongoing	Advice is sought and implemented from specialist teaching services and support agencies and the strategies are evident in classroom practice.
To review progress for all SEND pupils.	Pupil progress meetings. Scrutiny of assessment. SENDCO to analyse pupil progress at each checkpoint. SEND learning walks.	SLT and Teachers. Time SENDCO Assessment systems.	Ongoing	Progress is reviewed and support in place to diminish the difference in pupils attainment.
To take account of a variety of learning styles.	To use multi-sensory teaching approaches to learning. Quality first teaching. Adapted/personalised tasks to meet the needs of all pupils.	Teachers. Teaching Assistants.	Ongoing	Pupil's needs are met using their preferred learning styles.
To deliver findings to the Governing Body.	Meetings with Governors.	Senior Leadership Team Head Teacher SENDCO SEND Governor	Termly SEND Governor and SENDCO meetings. Annual report to Governing Body.	Governors are kept fully informed about SEND provision and progress.
To ensure for effective communication and engagement with parents	To ensure collaboration and sharing between school and families. To ensure parents receive ALMs 3 times per year. Parents are invited to annual review meetings.	All staff	Ongoing	Parents are well informed on a continual basis.

	Parents evenings are held twice per year and parents are encouraged to attend.			
To support parents to help their children at home	The school will work together with the Learning Partnership programme to support parents in developing skills to support their children at home.	Sessions commence with the Learning Partnership Programme.	Ongoing	Parent's knowledge will develop to enable them to support their children at home.
To make effective use of resources. To increase access to the curriculum for all pupils.	Strategic deployment of support staff. Use of ICT.	Specific apps on ipads. Teaching Assistants. Senior Leadership Team. Quality First Teaching.	Ongoing	Pupils will have access to support from Teaching Assistants within and out of the classroom. Ipads are provided with specific learning apps.
To adapt curriculum to meet the needs of individual learners.	All pupils will have access to the full curriculum. The curriculum encourages active engagement in learning which encourages independence and social and emotional development.	Quality First Teaching & adapted /personalised learning opportunities. Pastoral support. Timetable adaptations. Individual Physiotherapy sessions, Sensory Circuits. Speech & Language programmes. Access arrangements for National Tests.	Ongoing	Needs of all pupils are successfully met.
Provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones/Ear Defenders, writing slopes, ADHD resources, visual aids, specialised ICT equipment, individual workstations etc	Children will develop independent learning skills.	Ongoing	Needs of all pupils are successfully met.
Meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.	Pupils will achieve their best outcomes in their tests.

To make specific provision for children with social, emotional and mental health needs	Specific staff trained in Friends for Life, Solution focused Therapy, Emotional Literacy, Mindfulness. All teaching staff have received Trauma Training. Referrals made to Healthy Minds and CAMHS. EHA's are completed to support families. Referral to Counselling services. Art Therapy. Lego Therapy. Drawing & Talking Therapy. Feelings Detectives. Trained ELSA (Emotional Literacy Support Assistant). SEMH Lead. Zones of Regulation is a whole school approach.	Teachers TAs CPD ongoing training SENDCO ELSA/Senior Mental Health Lead	Ongoing	All pupils with SEMH difficulties have access to support by trained staff.

Improving the delivery of written information

Actions	Strategies	Resources	Timescale	Outcome
Clear, straight forward and simple communication with parents and community.	Information presented in variety of easy to access ways e.g. displayed in window/on parent noticeboard for parents dropping off, sent via Scholarpack, text and on school website. Language used is simple with any education terms/jargon avoided or clearly explained. Parent guides produced &	Office Staff	Ongoing	Parents kept informed.

	parents sessions run for key areas e.g. phonics, maths. Admin & teaching staff are aware of individuals who may need information explaining directly or personally.			
Access to information for pupils, parents, carers for whom English is additional language.	Translator available on school website. EAL teaching assistants translate at meetings.	Support from EMTET is sought when required.	Ongoing	EAL parents can access information.
More flexible/easier communication between home and school.	Telephone system to allow parents to leave messages 24 hours a day for reporting absences, message for child's class teacher. Accessible email address.	Office Staff	Ongoing	Parents can contact school out of hours.
Home-School book for targeted children.	To use home school liaison books where appropriate.	Time Teachers Teaching Assistants	Ongoing	Communication between home and school is effective.
Visual timetables are used across the whole school.	Visual timetables will be on display in all classrooms and adjusted daily to reflect the day ahead.	Whole School approach	Ongoing	Pupils will be able to understand the schedule of the day with ease.