

## Accessibility Plan

Willoughby Road Academy 2018/19

<b>Aim 1 To increase the extent to which disabled pupils can participate in the academy curriculum.</b>					
Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the academy community for pupils, and prospective pupils, with a disability.					
	<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Goals Achieved</b>
Short Term	To provide learning experiences and assessment methods which are appropriately differentiated/modified to allow all children to access the curriculum.	<p>Differentiated/modified experiences/recording methods, assessments methods and homework.</p> <p>Use of external services to provide specialist equipment for HI &amp; VI and physically disabled children e.g. modified books &amp; test papers.</p> <p>SLT/SENCo to ensure all children are included in all areas of academy life through on-going monitoring, RAG meetings and performance reviews.</p>	All children to access learning experiences and be able to demonstrate their knowledge and application of new skills through appropriate learning/teaching and assessment activities.	Continued monitoring (assess/plan/do/review) Class teachers SENCo SLT	<p>Planning throughout year groups show differentiation and includes whole academy strategies.</p> <p>Assessment and tracking methods throughout academy are robust and reliable and data analysed to plan next steps.</p> <p>Children with complex needs and disabilities are well catered for.</p>
Short Term	To continue to provide high quality opportunities and support for children with SEN/disabilities	Ensure continuity of provision	Children are identified early and necessary action is taken to move learning forward	Ongoing assessment, monitoring and review.	Small group support takes into account children's needs and progress and do not

		<p>1:1 and small group support is provided for individuals identified by CTs and TAs and assessed and reviewed 1/2 termly</p> <p>Provision includes "off target" children</p> <p>Children with a /complex needs/disability/FSM/LAC/gender etc. are tracked as discrete group(s)</p> <p>Quality of teaching and learning monitored half-termly</p> <p>Use of external agencies (TVHI, Banardos, SAS etc) to ensure appropriate provision.</p>	<p>Group work is relevant and appropriate to children's needs</p> <p>Groups are monitored and reviewed regularly to ensure progress</p> <p>Focus for group work is discussed by SENCOs , Class Teachers and SLT to ensure it is relevant and appropriate</p> <p>Regular meetings take place between SENCO, parents and outside agencies to discuss individuals' progress.</p> <p>Regular updates given to SLT on individuals, groups etc</p>		<p>remain static throughout the year.</p> <p>Key progress data analysed to ensure high quality provision is provided and monitored and reviewed regularly</p> <p>Children/families/parents/ carers/ well supported</p> <p>Team working and information sharing enables academy to fully support children , families etc</p>
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Short Term	Establish close links/liaise with parents	Collaboration and information sharing between academy and families.  SEN review meetings	Parents feel able to approach staff to discuss concerns and share relevant information about their child's needs.	Ongoing	Increased attendance at Parents' Evenings and workshops
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		Termly Parent's Evenings			
Short Term	To establish close liaison with outside agencies for pupils with on-going health needs. Eg Children With epilepsy, vision impairment, hearing impairment, diabetes or physical disabilities, mobility issues.	Collaboration /working between all key personnel	Staff feel confident to meet the needs of all children through appropriate training and support.  Good relationships are established with external agencies.	On-going	
Med Term	Parents are aware of the support available to them if they are concerned that their child may have a SEN or disability.	Academy's web-site contains details of academy /local offer detailing provision and support for children with SEND	Parents/families able to identify academies with necessary or appropriate provision for children	Ongoing	
Med Term	To review all statutory policies to ensure that they reflect inclusive practice and procedure	Compliance with the Equality Act 2010	All policies clearly reflect inclusive practice and procedure	Annually or as and required due to changes in legislation and statutory requirements.	All relevant information accessible to families/parents/carers and wider community

Med Term	Ensure equal access to ICT for all children	<p>iPads accessible to all pupils, incorporating a wide range of programmes which take account of a range of abilities and learning needs.</p> <p>Computer suite available for all pupils to use.</p> <p>Use of specialist equipment to support children with</p>	Children are able to access ICT regardless of their SEN or disability.	Ongoing	A range of ICT equipment is available for all pupils.
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		additional needs e.g. magnification equipment.			
Med Term	To ensure ongoing professional development for all staff resulting in high quality provision for children	Audit/review of training needs for TAs to ensure all staff skilled in supporting individuals/groups/ delivering high quality small group support etc.	All staff continue to receive high quality training and continued professional development opportunities.  All staff competent and confident in teaching and supporting children with additional needs	Ongoing and reviewed/ monitored regularly	CPD opportunities ongoing  Good provision for children whose learning/behaviour falls outside what is expected
Long Term	To evaluate and review the above short and long term targets annually	See above		Annually	All children making good progress.
Long Term	To deliver findings/report on SEND status to the EAB	Regular reporting to Governors ensures all are fully informed	Annually Termly SEN Governor / SENCO meetings	Governors fully informed about SEN provision and progress	

Long Term	Academy to continue to develop pro-active approaches to take account of needs of individuals and family circumstances and provide high quality, targeted support for children and families	Continued development and review of provision as a positive approach to tackling some children's complex needs  SENCo, DSL, DDSL to engage children and families and provide access to appropriate support and provision. E.G SENDIAS, Early Help and Interventions, Single Assessment etc	Designated staff to provide support for identified children and their families.	Ongoing	
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Long Term	To continue offer and develop breakfast club.	Demonstrates that the academy is committed to excellent provision for children	Academy is able to offer a number of options for young children's' care and education within a flexible programme e.g. breakfast club, extra-curricular activities.	Ongoing and reviewed as needs arise	Extended and flexible service in place.  Strengthened links between parents and academy
Aim 2 To improve the physical environment of the academy to increase the extent to which disabled pupils can take advantage of education and associated services.					
Short Term	Ensure that emergency evacuation procedures are effective for all children	Evacuation procedures for all children with significant needs  Careful plans to be put in place regarding the evacuation of children identified with additional needs.	All children/staff are protected by alarm and evacuation procedures	Monitored regularly	Achieved (monitored and reviewed regularly)



Short Term	Ensure visually stimulating environment for all children	<p>Colourful, lively displays in classrooms and inviting role play areas where appropriate.</p> <p>Immersive learning environments to be created when appropriate, but with due care and consideration given to those with additional needs.</p>	Environment is welcoming and safe for all children	Monitored regularly	
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		Adaptations made to the learning environment as when issues are identified.			
Short Term	Ensure all with a disability are able to be involved.	<p>Review access for individual disabled children as part of Personal Provision Plan process.</p> <p>Specialist services to provide advice/ conduct access surveys for any children with disabilities and/or additional complex needs,</p> <p>Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the academy and meetings etc.</p>	Enabling needs to be met where possible.	Monitored regularly	
Short Term	To ensure that the medical needs of all pupils are met fully within the capability of the academy.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed within an Individual Healthcare plan.	<p>Health and safety requirements are met.</p> <p>All staff fully aware of children in academy with medical needs</p>	Immediately and with regular review/update	<p>Individual Healthcare plans in place and reviewed regularly.</p> <p>Children with medical needs are well managed in academy</p>
Short Term	Ensure disabled parents have every opportunity to be involved	Offer a meeting time to explain letters home for some parents who need this	Needs of all visitors/parents/ carers are taken into account	With immediate effect and to be reviewed regularly Version 1.0	Disabled parents are not discriminated against and

		Ensure academy continues to adopt a proactive approach to identifying the access requirements of disabled parents.			are encouraged to take interest and be involved in their child's education
Med Term	To ensure signage in and around academy is accessible to all members of academy community	Building Access audit reviewed/updated regularly  Signs in and around academy renewed when/as necessary	Key actions and costings identified by EAB	Ongoing	
Med Term	To provide appropriate 'work' and play areas for all children.  Continue to develop playgrounds and facilities	Continue to develop external environment to include outdoor continuous provision , playground, equipment and resources  Provide areas where children can 'be quiet' or restful if needed.	Staff to continue to work together to plan creative curriculum for outdoors which incorporates all areas of learning within EYFS  Staff to continue to work together to develop a well-resourced, inviting outdoor environment across the academy  Good quality resources purchased to enhance children's physical development during playtime and lunchtime.		Children with additional needs are supported at times when they feel most vulnerable.  Less incidences of some negative behaviours
Long Term	Improve physical environment of academy	Academy will take account of the needs of pupils, staff and visitors with physical difficulties and sensory	Needs of all are taken into account when planning changes to physical environment	Ongoing  Version 1.0	Enabling needs to be met where possible.

		impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.			
Long Term	To ensure driveway, roads, paths around academy are as safe as possible.	Communication with parents via safety messages /letters/walk to academy week.	Health and safety given high priority	Ongoing	No accidents
Aim 3: To improve the delivery of information to disabled pupils and parents.					
Short Term	Continue to identify children/members of the wider academy community with disabilities under the terms of the Disability Discrimination Act and scheme to ensure all can access the curriculum and physical environment	Use of admission form to encourage parents to disclose this info  Opportunities at induction meetings for parents new to academy to arrange appt with SENCo.  Continue with academy's informal 'open door' policy as a means of addressing minor problems immediately  Work with Parents/ Occupational Therapists/Physiotherapists re. key children to ensure any with identified difficulties in this area	Children/adults with disabilities identified  Possible barriers to access removed	Ongoing	Any members of the academy community with a disability are identified  Progress of children with disabilities tracked as a discrete group  Parents able to have any potential problems addressed A.S.A.P  Full access to all areas of the curriculum and physical environment

		(physical disabilities) are catered for			
Short Term	<p>Continue to monitor access to meetings for parents/carers with SEND</p> <p>Improve physical access to meetings for parents/visitors with disabilities</p>	<p>Any meetings which use Power Point as a presentation medium should incorporate a printout of the notes as well</p> <p>Workshops on different aspects of the curriculum i.e. reading/writing skills etc. incorporated as part of the academy's ongoing work with parents</p> <p>Academy continue to adopt a pro -active approach and where possible identify any possible problems beforehand</p>	<p>Parents/carers have a more clear understanding of the meeting</p> <p>Parents included and supported in understanding curriculum developments /new initiatives.</p> <p>Practical ideas and activities demonstrated</p> <p>Parents/visitors able to physically access academy. Any known barriers to access are removed or adjustments made.</p>	<p>Immediate and with ongoing review</p>	<p>Removing a possible barrier for those parents with SEND</p> <p>Practical, creative workshops a key feature in working with parents</p> <p>Removing possible barriers for those with disabilities</p>
Short Term	To ensure good quality information sharing between home and academy	<p>Offer home visits to parents of children new to the academy if they so wish.</p> <p>Continue open door policy for parents to have opportunities to receive reports/information at face</p>	<p>Regular meetings take place to enable parents to discuss their child's progress with CT</p> <p>Parents able to discuss their child's needs further with</p>	<p>Continue to assess , review and update</p> <p>Version 1.0</p>	<p>Admission forms contain section on disability</p> <p>Letters/proformas reviewed regularly to ensure they remain informative, relevant and up to date</p>

		to face sessions e.g. parents meetings  Use of academy web site providing key information relating to all aspects of academy  Text messaging service for parents in place	SENCo/Senior Leaders if needed  Home and academy are aware of issues which may impact on children's learning		Academy web site to include relevant information to parents which they can access at home
Short Term	To ensure written information is accessible to all members of academy community	Ensure information provided for parents is 'jargon free'  'Open door' policy to continue to ensure parents/staff have informal opportunities to discuss any possible problems	All members of academy community are fully informed  Some problems can be solved early and relatively simply with this informal approach	Achieved and monitored/ reviewed regularly	Good systems of information sharing between home and academy established
Med Term	To continue to develop parent and pupil support systems	Continue to develop the role of the EWO in supporting individuals and families  DSL and DDSL to offer support to vulnerable families through Early Help & Intervention/Single Assessment.  HLTA to offer pastoral support for identified children.	Vulnerable children and families identified  A more proactive approach established	Ongoing with monitoring and regular review	HLTA/DSL/DDSL/SENCo/EWO working across the academy in a supportive role.  Parents/children know who this is and how to access.  Parents/pupils have good support mechanisms in academy  Vulnerable children and their families have a supportive

		Fortis Therapy provided for children with more complex needs.			network of professionals working with them
Med Term	Assess the impact of current policies and practice in academy in relation to SEND	To continue meetings with staff, TAs, other agencies to discuss inclusion and disability related issues Feedback to AEP/SLT and EAB	<p>Policies and procedures in academy are updated taking account of any inclusion or disability issues raised.</p> <p>The impact of policies and procedures in academy are discussed and take into account the views of disabled members of the academy community and parents of children with disabilities</p>	Sep 2017 with regular review	Inclusion /disability/ equality continue to be given high priority in academy
Med Term	To review children's records ensuring academy's awareness of any disabilities	Information collected about new children. Records passed up to each class teacher. End of year class teacher transition meetings Annual reviews Pupil Profile meetings between SENCO/Class teachers Medical forms updated annually for all children	Key records containing important info kept up to date and circulated as necessary	Ongoing	<p>Each teacher/staff member aware of disabilities/medical needs of children in their classes</p> <p>Catering Assistants and Lunchtime Supervisors aware of food allergies</p>

		Individual health care plans Significant health problems i.e allergies – children's photos displayed on staffroom notice board/main offices/info kept in separate file in office/Class SEN registers/file contain key info updates as necessary			
Long Term	In academy record system to be reviewed and improved where necessary. (SIMS/CPOMs)	Record keeping system to be reviewed regularly.	Continual review and improvement	Ongoing	Effective communication of information about disabilities throughout academy.
Long Term	To ensure good quality information sharing between home and academy	Attend induction meetings/workshops  Series of informative workshops presented throughout academy (e.g. reading, maths) aimed at children and their parents.  Academy Nurse drop in sessions , EYFS Stay and Play, Parent/teacher meetings, 'meet the teacher  Ensure parents are aware of the protocols for raising concerns (i.e. first discussions with Class Teacher/Key workers/SENCO/Members of SLT	Good home/academy information sharing and better developed relationships  Better targeted learning experiences for children involved  Children and parents working together in academy  Parents fully aware of opportunities for discussion re. their child	on-going	



		Academy website contains key information for parents about curriculum, newsletters, key events etc	Info readily available in accessible formats		
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