

St Giles Academy: Accessibility Plan- September 2017

<p>Whole School Aim:</p> <p>To support pupils with a disability or impairment to ensure that they can have full access to the curriculum.</p>	<p>Evaluation Methods</p> <p>All policies, actions and procedures are monitored closely and adapted where necessary to ensure provision is suitable for disabled pupils within St Giles Academy.</p>			
	<p>Success Criteria</p> <p>Reasonable adjustments are made so that disabled children can access the curriculum in line with their peers</p> <ul style="list-style-type: none"> - Reasonable adjustments are made so that disabled children can access the environment in line with their peers - Appropriate resources, access and support is available for disabled pupils or pupils with an impairment - All staff have a strong awareness of policies, procedures and expectations - The curriculum is adapted and made accessible through a process of forward planning 			
<p>Tasks- Targets and actions</p>	<p>Lead Responsibility</p>	<p>Resource Implications (including cost)</p>	<p>Timeline</p>	<p>Monitoring Arrangements</p>
<p>1. Ensure that disabled pupils can participate in the school curriculum</p> <ul style="list-style-type: none"> -Seek to provide appropriate training for teachers and support staff - Supply necessary teaching aids and suitable apparatus to meet the needs of a disabled child e.g. adjustable height desks and equipment. -Involve all pupils with a disability or impairment in trips and day to day school routines e.g. assembly, lunch etc and make appropriate arrangements -Consider trip venues thoroughly within risk assessments to make appropriate arrangements e.g. toilets, access to all areas, transport, personal care facilities etc. -Adapt the PE curriculum appropriately to ensure disabled pupils or pupils with an impairment can work alongside their peers -Provide appropriate adult support to allow disabled pupils to access the curriculum alongside their peers. -Ensure that the SENDCO attends updates on current legislation and shares this with staff, parents and pupils where appropriate. 	<p>MS to oversee most actions.</p> <p>DB to ensure that access and school ground development takes into account legislation and the needs of pupils with a disability or impairment</p> <p>DM- To maintain a whole school overview and monitor DB/MS completing actions</p> <p>Staff to monitor some aspects such as trip arrangements etc with own classes if applicable</p>	<p>Cost of possible new resources for disabled pupils or pupils with an impairment.</p> <p>Contact OT/ SES/ Physio agencies for equipment support when needed or when purchases may be required. Discussions will also take place with Local Authority staff with responsibility for additional needs.</p>	<p>All actions to be monitored and reviewed termly. However all actions must be reviewed fully and a new accessibility plan developed by Dec 2019 (3 year overview)</p>	<p>Lead responsibility staff to monitor actions and the impact they are having.</p> <p>Adapt actions and accessibility plan to meet the needs of any new pupils coming into school or any pupils who need continual provision as they move through school.</p>

-Provide personalised learning and interventions where needed
-Ensure that after school clubs and provision are accessible for all

2. Ensure that the environment of the school allows pupils with a disability or impairment to fully access all aspects of school life.

-Ensure that the immersive classroom environments are suitable and easy to access for disabled pupils
-Provide appropriate physical accessibility to all areas within the school and within the school grounds as they continue to be developed
-Develop outside areas with disabled access in mind so children can access different environments alongside their peers
-Ensure all facilities remain up to date and refurbished when needed to fully support all pupils that require the use of them
-Consider when refurbishing, colour schemes, hearing impairment facilities etc... to suit children with visual and auditory impairments

3. Improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

-Devise alternative ways of improving communication and providing information
-Continue to ensure that staff are aware of the importance of good communication systems.
-School policies will communicate a clear overview of expectations and procedures, all staff will be aware and will have had opportunities to discuss and develop a firm understanding in order to be able to implement effectively.

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