

## St Giles Academy: Accessibility Plan- September 2017

<p><b>Whole School Aim:</b></p> <p>To support pupils with a disability or impairment to ensure that they can have full access to the curriculum.</p>	<p><b>Evaluation Methods</b></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><b>Success Criteria</b></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"> <li>- Reasonable adjustments are made so that disabled children can access the environment in line with their peers</li> <li>- Appropriate resources, access and support is available for disabled pupils or pupils with an impairment</li> <li>- All staff have a strong awareness of policies, procedures and expectations</li> <li>- The curriculum is adapted and made accessible through a process of forward planning</li> </ul>			
<p><b>Tasks- Targets and actions</b></p>	<p>Lead Responsibility</p>	<p>Resource Implications (including cost)</p>	<p>Timeline</p>	<p>Monitoring Arrangements</p>
<p><b>1. Ensure that disabled pupils can participate in the school curriculum</b></p> <ul style="list-style-type: none"> <li>-Seek to provide appropriate training for teachers and support staff</li> <li>- Supply necessary teaching aids and suitable apparatus to meet the needs of a disabled child e.g. adjustable height desks and equipment.</li> <li>-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</li> <li>-Consider trip venues thoroughly within risk assessments to make appropriate arrangements e.g. toilets, access to all areas, transport, personal care facilities etc.</li> <li>-Adapt the PE curriculum appropriately to ensure disabled pupils or pupils with an impairment can work alongside their peers</li> <li>-Provide appropriate adult support to allow disabled pupils to access the curriculum alongside their peers.</li> <li>-Ensure that the SENDCO attends updates on current legislation and shares this with staff, parents and pupils where appropriate.</li> </ul>	<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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