

# Accessibility Plan



## 1. Improving access to and participation within the curriculum

To increase the extent to which disabled pupils can participate in the school curriculum  
Our aim at Coritani Academy is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target/Issue	Strategy/Action	Outcome and by when	Success Criteria
Curriculum adjustments ensure fair access for all.	Consider the needs of all students in the academy when planning lessons and adjust resources accordingly such as text size, paper colour, writing equipment, classroom position etc. - With consideration for those children with general and specific learning difficulties  Ensure all staff have access to the inclusion data of students for who they teach to ensure they can plan and deliver to meet their needs	Currently in Use	All students access fully the curriculum provided Structured conversations as appropriate with parents/carers
Ensure teaching and learning methods and environment support children with speech impairment	Promotion of an ethos of inclusion, acceptance and understanding. Demonstration of patience and support. Specific programme as required through liaison with Speech and Language Therapy Team.	As required in response to student need	Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with hearing impairment	Quiet classrooms, child facing the teacher, clear enunciation, and AT support as required.	As required in response to student need	Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with visual impairment	Child faces board, glasses worn. Modified print.	As required in response to student need	Progress confirmed by observations and formal assessment
Ensure teaching and learning methods and environment support children with impaired mobility including wheelchair users.	Support in the Classroom environment, corridors unobstructed pathways and clear of hazards. Doorways wide for wheelchair use, ramps as required. Walking rule in academy. Early exit from classes.	AT support as required	Children are able to access all activities.

Ensure teaching and learning methods and environment support children with emotional and behavioral difficulties	Layout of classroom, time out, clear targets, clear behavioral expectations.	AT as required.	Progress confirmed by teacher assessment and achieving targets.
Ensure teaching and learning methods and environment support children with diagnosed medical conditions e.g., asthma, allergies	Accessibility of medication. Awareness of staff when planning Art, PE, Food Tech and Science activities.	Awareness for the subject specific lessons and PE	Children able to access the activities.
To improve literacy and numeracy levels of students achieving below age expectations	Identify students who require additional support through WRAT, AR and teacher assessments. Provide appropriate interventions.	ongoing	Enhanced student progress shown in termly assessment.
Ensure all students can access public examinations and statutory assessments	Access arrangements in place for all students who require and are eligible for support, including, readers, separate rooming etc.	For all exam/ assessment series	All students can fully access all exams and statutory assessments
All resources / equipment used in lessons to be appropriate for students with different needs.	All students to have access to specialist support equipment as recommended by outside agencies and SENDCO.	Audit of equipment and purchasing of any required.	Disabled students are able to access the learning environment more effectively.
Clear signage for students	Signs are clear and understandable for the visually impaired.  Signs clear and understandable for students with dyslexia.	New signs clear and updated as required.	All signage is routinely assessed and replaced where required.  Disabled students are safe around the school site and in the classroom.
Designated 'Safe Areas' to be provided for students with specific needs. Each area to consider the individual needs of the student.	To ensure when required safe areas are available. These are to be tailored to the individual both safe areas inside and outside.	Written into plans where children's safe areas are – these to be communicated with all staff.	Currently in use.  Disabled students are able to access the learning environment more effectively.
Parents provided information in variety of formats, so they are kept up-to-date with students and school	Need to have a central register for parents who need additional support with information sent out.	Currently in Use	Send request out to parents to look at if they need support/adapted materials such as support with forms or larger font, etc

## 2. Improving access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target/Issue	Strategy/Action	Outcome and by when	Success Criteria
<p>Access to all buildings, to be aware of the access needs of all students/children, staff, governors and parents/carers.</p> <p>Ensure all staff &amp; governors and other volunteers/visitors to the academy are aware of access issues.</p>	<p>Gather data around access needs at the point when a child begins at the academy such as specialist equipment and adaptable furniture.</p> <p>Create access plans for individuals as required</p> <p>Annual reminder to parents, carers through communication to let us know if they have problems with access to areas of the academy.</p> <p>Include the accessibility plan as part of induction</p>	<p>Any difficulties or on-going issues to be logged. Staff to liaise with the Estates Director regarding any requirements for students with SEN.</p>	<p>Specialist furniture will be purchased when a specific item of furniture is required for each student.</p> <p>Disabled students are able to access the learning environment more effectively.</p> <p>Areas where fixed disability ramps are not in place, portable mobility ramps will be available.</p> <p>Individual, relevant and current information is gathered and shared as required so that all needs are met.</p>
Fire evacuation	<p>PEEP Policy and Fire Evacuation Plan in place.</p> <p>Ensure that the academy passes its Fire Safety Audit including training for staff up to date, equipment checks are regular and defect equipment is replaced.</p>	<p>Currently in Use.</p> <p>Ensure staff are fully trained and aware of their duties.</p>	<p>All evacuation and PEEP Policies are monitored and updated when required.</p>
Transport to the Academy	<p>Designated Disability Parking Spaces at the front of the Academy.</p> <p>Students with short term medical issues (using crutches etc) are catered for in discussion with parents / carers and the local authority.</p>	<p>Improved accessibility to reduce the need for students to remain at home.</p>	<p>100% of students are able to attend The Academy.</p>

<p>Visitors to the Academy</p>	<p>All visitors are able to access the site safely.</p> <p>All students are safe in the presence of visitors on site.</p>	<p>All visitors provide a current DBS certificate if they are to work unsupervised in the building</p> <p>All visitors unable to provide a DBS certificate will be supervised at all times by a member of staff</p> <p>Parking bays at the front of the academy for the use of visitors to the site.</p> <p>Designated Disability Parking bays at the front of the academy for visitors with disabilities to use.</p> <p>Visitors with disabilities to have access to the accessibility toilets as required.</p> <p>Visitors with specialist requirements contact the academy prior to their visit to arrange Support</p>	<p>100% of visitors are safe when coming to The Academy.</p>
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### 3.Improve the access and delivery of written information

To improve the delivery of information for disabled pupils and parents

Target/Issue	Strategy/Action	Outcome and by when	Success Criteria
<p>Staff aware of students for whom written information needs to be adapted and improve awareness of alternative formats for sharing information</p>	<p>Diagrams described and PPTs read out loud. Copies of slides and diagrams available to students.</p> <p>Students access TA support where appropriate. Students use appropriate colored overlays where required.</p> <p>Staff aware of students for whom written information needs to be adapted.</p> <p>Staff to be made aware of the impact of displays for children.</p> <p>Using a variety of formats for communication, including text, email, student-post. Ensure all parents/carers are aware that the academy can provide communication in large text, via telephone/meetings to meet needs.</p> <p>Check that correspondence sent home is accessible in relation to reading ability language etc.</p>	<p>SEN information available to all staff and further training on implementation and differentiation of curriculum required.</p> <p>Staff to state all strategies for staff to use with individual students on provision logs.</p> <p>Students with physical disabilities to access support in practical lessons. Such staff to be trained in health and safety in these subject areas.</p> <p>Students to have the option of A5 or ruler sized overlays, colored books and adapted paper. Teaching staff to avoid the use of loud noises / warn students with ASD of these in advance.</p> <p>Teaching staff to ensure interactive boards are not white.</p> <p>Staff meeting/training on the impact of displays.</p>	<p>Training on Health &amp; Safety in subject areas.</p> <p>Disabled students are able to access the curriculum more effectively</p> <p>Students to have access to laptops as required.</p> <p>Teaching staff to avoid the use of loud noises / warn students with ASD of these in advance.</p> <p>All parents/carers become aware of alternatives available and how these can be accessed</p>

Website is compliant with statutory regulations	Annual Website audit undertaken	Annual check	Compliant website
Ensure information in all SEN reviews is accessible to all parties	Provide a choice of formats for student's parents/carers to provide views on reviews	Ongoing	Parents/carers have choices about how they are communicated with and how they provide their points of view.