<u>Intake Primary Academy - Access Plan 2023-2026</u>

Purpose of the Plan

The purpose of this plan is to show how Intake Primary Academy intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

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.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- · improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- ·improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. Handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

<u>Outcomes</u>	<u>Strategies</u>	Timescale	Who	Success Criteria
1 Access to the Physical				
Environment				All children with access issues
The school is aware of the access	To create access plans for individual	From Sept	AT/Class	identified and
needs of pupils, staff, parents	children with disabilities as part of the	2023 as part	teachers	addressed with a
and governors	SEND Support Plan Process	of SEND support plan		clear support plan
		review		All adults - staff,
	Through survey find out if the access	process	AT to distribute at	parents, Govs, visitors have access
	needs of parents/carers are being met	Spring term	parents	issues identified
	through annual questionnaire	2024	evening	and addressed
The school staff/governors are	Circulate information on Access to work	Summer 2024	AT	Information on
aware of access issues	scheme			accessibility in and around the school is
	One Page profile information shared with	Summer	AT- ensure	shared
	new staff and support staff to ensure	2024	all 1 PP completed	All staff aware of
	continuity of care for children through		for SEND	needs of children
			children and	with a disability at
			shared	all times
			New	
			children	
			complete	
			also- part of	

			admissions pack	
Ensure access for all to Reception area	Ensure wheelchair access and appropriate seating are not obstructed or prevented by anything.	Daily Checks From Sept 2023	Office staff	Disabled, parents, visitors etc feel welcome and have
Ensure safe access and learning environment for Visually/hearing impaired children/staff/parents/visitors	Only necessary furniture and resources in the classroom. Rooms are tidy and there is a clear exit route and path through the	From Sept 2023	Class teacher and JH	easy access to the building All disabled will feel
Ensure all disabled pupils, staff and visitors can be safely	classroom. Ensure there is a Personal Emergency	From Sept	AT/Teacher	safe in their environment
evacuated	Evacuation Plan for all Disabled Pupils Ensure all staff are aware of their	2023	AT	All pupils are safe in the event of a fire
	responsibilities in evacuation, particularly in relation to children with SEND	From Sept 2023	AT	
2 Access to the Curriculum	Audit staff to identify training needs and make all staff aware of opportunities for	Sept 2023	AT	T&L strategies and a differentiated curriculum serve to
Increase staff confidence in differentiating the curriculum to meet the needs of all learners	professional development Additional specific CPD provided for identified staff.	Ongoing as part of school CPD programme	SLT/ support staff	meet the individual needs of all learners All children benefit
	Seek the support of external agencies and services where appropriate eg VI team, HI team, ASD team.	Ongoing	AT	from experiencing and enjoying visits out of school and residential visits.

	Frequent staff meetings to share good practice.	Ongoing Sept 2023 onwards	Inclusion Team	Children with disabilities, their parents and staff feel confident
All school visits, including residential visits in Y3, Y4, Y5 and Y6 to be accessible to all	Work with PKC and Astrea to access further training and CPD Provide guidance for staff on making visits	Ongoing	IS	Early Support in place for children with SEND.
pupils	accessible, seeking support as above when required Assist staff with formulating risk assessments to consider the needs of	Ongoing	IS	Increased understanding and communication for children with SLCN and EAL learners.
	pupils with disabilities		All	All children benefit
Ensure after school clubs are				after school club
accessible to all pupils	Assist staff in formulating risk			and extra
	assessments to consider the needs of			curriculum
	pupils with disabilities			activities. Families of children with
	Ensure appropriate training of staff is			disabilities will feel
	undertaken to support disabled children			that their child is
				safe and achieving.
	Provide resources for all			
3 Access to Information	Review existing communication systems and		JH, CG and	All parents able to
	survey parents:		Inclusion	access school
			team	information with

Improve communication with parents and accessibility to	- Continue to produce curriculum newsletter		appropriate support provided when
information	- Introduce new welcome to school booklet	All staff	required
	- Continue parents evening meetings termly		
	- review provision for home visits		
	- continue text message service		
	- Develop the website to share information		
	- Develop class blogs		
	- Review admission process		
	- Develop parent and pupil voice		