



Accessibility plan

September 2016- 2019

Knighton Fields Primary Academy recognises its requirement under the Equality Act 2010 for schools to have an accessibility plan. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Drawing up an Action Plan

Our three aims to be considered in this action plan are:

a) Improving Education & related activities

The academy will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts. The academy will provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles;

b) Improving the Physical environment

The academy will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Improving the Provision of information

The academy will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

This Accessibility Plan has been drawn up to cover a three year period. The plan will be updated annually.

Approved by:

Date:

Next review date:

The table below sets out how Knighton Fields Primary Academy will achieve its three aims.

Increase access to the curriculum for pupils with a disability						
Question	Yes	No	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	Teachers and TA's undergo training with the SENCO and attend relevant courses		Further training may be required as pupils needs change	SENCO	As required	Disabled pupils feel well supported and can access all aspects of the curriculum
Are your classrooms optimally organised for disabled pupils?	Ashfield Academy carried out a survey in April 2014		Any future plans for further development of classrooms take DDA issues to account. Redecorating work is sympathetic to pupils with sensory needs	Designers and architects when planning modernisations. Advice to be taken regarding redecorating	As required	Academy building continues to be accessible for all and provides a productive environment for all
Do lessons provide opportunities for all pupils to achieve?	Planning and assessment scrutinize, learning walks, PM observations and work scrutinize show this		Ongoing	Principal	Ongoing	End of year results and progress made by pupils
Are lessons responsive to pupil diversity?	Our curriculum policy shows this		Ongoing	Principal		Pupils leave the academy with a good understanding

Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Planning and assessment scrutinize, learning walks, PM observations and work scrutinize show this		Ongoing	Principal	Ongoing	Pupils are able to access the curriculum through a variety of different learning styles
Are all pupils encouraged to take part in music, drama and physical activities?	These activities are built into the curriculum, specialised teachers are brought in for music and PE		Ensure pupils have adequate opportunities to access drama activities	Principal		Pupils have the opportunity to access all areas of the curriculum
Do employees recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	Teachers have attended HI training		Training may be required	SENCO	Ongoing	All pupils access all aspect of the curriculum
Do employees recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Teachers meet with SENCO to discuss individual pupil needs		Training may be required	SENCO	Ongoing	All pupils access all aspect of the curriculum
Do employees provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	Sports coach adapts PE accordingly.		Ongoing	Sports coach	Ongoing	All pupils access, experience and develop and understanding of physical education and exercise
Do you provide access to computer technology appropriate for students with disabilities?						
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	All trips are made accessible for all		Ongoing	Phase leaders	Ongoing	All pupils are able to access school visits and experiences
Are there high expectations of all pupils?	Yes – as indicated in pupil progress notes and behavior policy		Ongoing	Principal	Ongoing	All pupils achieve to their full potential

Do employees seek to remove all barriers to learning and participation?	Planning and assessment scrutinize, learning walks, PM observations and work scrutinize show this		Ongoing	Phase leaders	Ongoing	All pupils achieve to their full potential and have access to the full curriculum
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Improve and maintain access to the physical environment						
Question	Yes	No	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, hall, library, and playgrounds allow access for all pupils?	These areas are accessible to all pupils as per the Ashfield Academy survey April 2014		Purchase and interchangeable ramp to allow wheelchair users access to the stage during performances	SBM	As required	All pupils able to access all areas of the academy
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	Most areas are accessible to all pupils as per the Ashfield Academy survey April 2014		One set of internal doors were too heavy for wheelchair users to open independently. An alternative route is available or investigate method to adapt door	SBM	As required	All pupils able to access all areas of the academy
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	Yes all routes are safe, logical and well signed. As per the Ashfield Academy survey April 2014		Ensure disabled parking bay is kept free for blue badge holders only. Reminders to be sent out to parents in newsletters and those who use the parking bay challenged if they are not a blue badge holder	SBM	Ongoing	All pupils are safe when traveling around the school site

Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	Auditory alarm is in place		Check during next fire drill if visual alarm is present. If no visual alarm set up procedure to inform all pupils of an emergency	SBM	As required	All pupils are safe and are aware of emergency and evacuation systems
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		No	Work with the VI team when required	SENCO	As required	All pupils are able to safely move around the academy and access all facilities
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		Radiators blend with the walls, Fire exits with external steps should be clearly marked with a contrasting colour	Conduct tour with SENCO or specialist teacher to consider the décor and signage and make appropriate changes. VI tape to be placed on edges of external steps to warn of change in level	SBM and SENCO	As required	All pupils are safe and are in the most productive environment for learning
Are areas to which pupils should have access well lit?	Yes as per the Ashfield Academy survey April 2014		Ongoing	SBM	Ongoing	All pupils are safe and are in the most productive environment for learning
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	Noise is monitored in all classrooms and projectors that are deemed too noisy are replaced.		Ongoing	SBM	Ongoing	All pupils are safe and are in the most productive environment for learning
Is furniture and equipment selected, adjusted and located appropriately?	Yes as per the Ashfield Academy survey April 2014		Specialist items are to be purchased when required	SENCO and SBM	As required	All pupils are safe and are in the most productive environment for learning

Improve and maintain access to the physical environment

Question	Yes	No	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils, prospective pupils and families who may have difficulty with standard forms of printed information?		We do not currently offer this format of information	When required work with the VI team to produce alternative formats of information for pupils, prospective pupils and families.	SENCO	As required	Pupils and families who have difficulty with standard forms of printed information being able to access the information they require in a suitable format.
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	Teachers meet with SENCO to discuss individual pupil needs and how best to meet them.		Ongoing	SENCO	Ongoing	All pupils access all aspect of the curriculum
Do you have the facilities such as ICT to produce written information in different formats?	ICT is used daily to support all pupils needs		Ongoing	Principal	Ongoing	All pupils access all aspect of the curriculum
Do you ensure that employees are familiar with technology and practices developed to assist people with disabilities?	Teachers meet with SENCO to discuss individual pupil needs and how best to meet them		Further training maybe required	SENCO	Ongoing	All employees are able to assist pupils with disabilities using the appropriate technology and practices