



*Together, we nurture the seeds for success!*

# Accessibility Plan

2021 - 22

Version	1
Review Date	July 2022
Reviewed by	

## Foley Infant Academy Accessibility Plan 2021-2022

Aim	Current good practice	Objectives	Actions to be taken	Persons responsible	Success Criteria
<p>Increase access to the curriculum for pupils who have a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources that are tailored to the pupils needs to allow them to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p>	<p>All SEND children received Quality First Teaching (QFT)</p>	<p>Regular CPD for staff and monitoring progress of learners who have a disability.</p>	<p>Head teacher SENDCo</p>	<p>All teaching staff including ECT's are planning appropriately for all pupils.</p> <p>Support staff encourage pupils to be independent learners and thinkers.</p>
	<p>Consistently reviewing our curriculum and practise to ensure that it meets all pupils needs.</p> <p>Children with additional needs have a pupil profile which includes access to quality first teaching, some pupils will also have an Individual Target Plan (ITP) which will set small, achievable targets.</p>	<p>To ensure all pupils with difficulties with communications and interaction and/or ASC have access to the curriculum.</p>	<p>Work with the educational psychologist and autism outreach team to support the child and staff. Support and training for ECT's</p>	<p>SENDCo</p>	<p>Children with communication and interaction difficulties and/are ASC make expected progress.</p>
	<p>The learning environments can be adjusted within reason to support a child.</p> <p>Educational visits are carefully planned and risk assessed so that all children can attend.</p> <p>Staff receive high quality training from professionals.</p>	<p>To ensure children with sensory impairment have access to the curriculum</p>	<p>Work with the educational psychologist support the child and staff. Support and training for ECT's</p> <p>A referral to occupational therapy can be made if necessary.</p>	<p>SENDCo</p>	<p>Pupils with sensory impairment make expected progress.</p>
		<p>To review assessment systems to ensure attainment and progress of SEND children is accurate.</p>	<p>Assessment data collected regularly through Insights and the ITPs.</p> <p>Support for ECT's through a mentor.</p>	<p>Head teacher</p>	<p>Assessment systems are appropriate for pupils with SEND.</p>

Aim	Current good practice	Objectives	Actions to be taken	Persons responsible	Success Criteria
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils, staff and visitors as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>Ramps</li> <li>Corridor width</li> <li>Disabled parking space and parking available for staff and visitors on the car park.</li> <li>Disabled toilets and changing facilities.</li> </ul> <p>To ensure the medical needs of all children are met fully within the capability of the school, liaising closely with parents as part of our induction process and consulting healthcare professionals for advice if required. Ensure that all disabled children can be safely evacuated. Put in place Personal Emergency Evacuation Plans (PEEP's) for identified children as necessary</p>	<p>To ensure the building is accessible for parents and children.</p>	<p>The school will take account the needs of children, staff 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, and more accessible facilities and fittings.</p>	<p>Governing Body Head teacher SENDCo</p>	<p>The school building is accessible and meets the needs of children, staff and parents</p>
		<p>Ensure the learning environment is appropriately calming and designed to engage pupils in their learning.</p>	<p>To provide a holistic learning climate that thoughtfully plans the spaces and resources and the ethos and atmosphere that enables all children to engage in deep level learning – at their own levels according to their individual needs.</p>	<p>Governing Body Head teacher SENDCo Class teachers and support staff.</p>	<p>Children are engaged in their learning and making good progress.</p>
		<p>To ensure that the medical needs of all children are met fully within the capability of the school.</p>	<p>To hold parent meetings, liaise with external agencies, identifying training needs and establish individual protocols where needed.</p>	<p>Head Teacher SENDCo Mediical orofessionals</p>	<p>Children with medical needs have the necessary equipment and support so they can access their</p>
		<p>Ensuring disabled parents have every opportunity to be involved in the life of the school</p>	<p>Utilise disabled parking spaces for disabled parents to drop off &amp; collect children.</p> <p>Use alternative methods of communication if necessary.</p>	<p>Head teacher</p>	<p>Disabled parents are not discriminated against and take interest and are involved in their child's edu-</p>