



*Together we nurture the seeds for success!*

# Accessibility Plan

2023-2026

Version	2
Review date	July 2026
Reviewed by	

## Foley Infant Academy Accessibility Plan 2023-2026

Aim	Current good practice	Objectives	Actions to be taken	Persons responsible	Success criteria
Increase access to the curriculum for pupils who have a disability	Our school offers a differentiated curriculum for all pupils.	All SEND children receive Quality First Teaching (QFT)	Regular CPD for staff and monitoring progress of learners who have a disability.	Head teacher  SENDCo	All teaching staff including ECT's are planning appropriately for all pupils.
	We use resources that are tailored to the pupils needs to allow them to access the curriculum.				Support staff encourage pupils to be independent learners and thinkers.
	Curriculum resources include examples of people with disabilities.	To ensure all pupils with difficulties with communications and interaction and/or ASC have access to the curriculum.	Work with the Educational Psychologist and Autism Outreach Team to support the child and staff. Support and training for ECT's.	SENDCo	Children with communication and interaction difficulties and/or ASC make expected progress.
	Consistently reviewing our curriculum and practise to ensure that it meets all pupils needs.				
	Children with additional needs have an Individual Pupil Passport (IPP) , these passports have individual personalised targets, which include access to quality first teaching.	To ensure children with sensory impairment have access to the curriculum.	Work with the Educational Psychologist to support the child and staff. Support and training for ECT's.  A referral to Occupational Therapy can be made if necessary.	SENDCo	Pupils with sensory impairment make expected progress.
	The learning environments can be adjusted within reason to support a child.				
	Educational visits are carefully planned, and risk assessed so that all children can attend.	To review assessment systems to ensure attainment and progress of SEND children is accurate.	Assessment data collected regularly through Insights and the IPPs.  Support for ECT's through a mentor.	Headteacher	Assessment systems are appropriate for children with SEND.
	Staff receive high quality training from professionals, including Educational Psychologists, AIT and SEND consultants.				

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Improve and maintain access to the physical environment.	<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>IHCP in places for pupils with medical needs</p>	To ensure the building is accessible for parents and children.	The school will take account of 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.	PCAF Headteacher SENDCo	The school building is accessible and meets the needs of children, staff and parents.
		Ensure the learning environment is appropriately calming and designed to engage pupils in their learning.	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.	PCAF Headteacher SENDCo Class teachers and support staff	Children are engaged in their learning and making good progress.
		To ensure that the medical needs of all children are met fully within the capability of the school.	To hold parent meetings, liaise with external agencies, identifying training needs and establish individual protocols where needed.	Headteacher SENDCo Medical professionals	Children with medical needs have the necessary equipment and support so they can access their learning.
		Ensuring disabled parents have every opportunity to be involved in the life of the school.	Utilise disabled parking space for disabled parents to drop off and collect children.  Use alternative methods of communication if necessary.	Headteacher	Disabled parents are not discriminated against and take interest and are involved in their child's education.