

Kirton Lindsey Primary Academy 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 Kirton Lindsey Primary 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
Main building is fully accessible and alternative entrances/exists are available. Some external entrances do not have wheelchair access (Main entrance through main gate although can be accessed through Playground)	Ensure that all areas become accessible for all students across all floors. Improve ramped access to remaining entrances	A portable ramp has been utilised for the (Main entrance through main gate although can be accessed through Playground) Any difficulties or on-going issues to be logged. SENCo to liaise with Estates Director regarding any requirements for students with SEN.	Disabled students will continue to be able to access all areas without difficulty and remain safe.
Fire evacuation	PEEP Policy and Fire Evacuation Plan in place.	Currently in Use	All evacuation and PEEP Policies are monitored and updated when required.
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 SENCO.	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.

Communication to staff	SEN information available to all staff and further training on implementation and differentiation of curriculum required.	SharePoint - Using SharePoint and sharing with staff – making staff aware that not all parents have same levels of reading ability.	Lockable safes/cupboards to be in every room to ensure confidential documents are kept safe.
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
Access to all buildings, including Sporting and specialist areas.	Need to increase the amount of adaptable furniture within classrooms and specialist areas. Plan of purchasing specialist furniture	Any difficulties or on-going issues to be logged. SENCo to liaise with the Estates Director regarding any requirements for students with SEN.	Specialist furniture will be purchased when a specific item of furniture is required for each student. Disabled students are able to access the learning environment more effectively.
Improve Toilet facilities to comply with - DDA regulations	Student toilets is in need and will be scheduled depending on funding.	Identify areas most in need within the Academy set action plan and time scales.	Ongoing improvements made with scheduling in place for student toilet refurbishments.

Transport to the Academy	<p>Designated Disability Parking Spaces in the car park at 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>
Visitors to the Academy	<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>Such visitors will be visible by wearing a RED lanyard.</p>	<p>100% of visitors are safe when coming to The Academy.</p>
		<p>Designated Disability Parking bays in the car park 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>	

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
Staff aware of students for whom written information needs to be adapted	<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>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.</p>	<p>Training on Health & 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>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>	

This policy will be reviewed annually by the Principal. At every review, it will be approved by the Academy Oversight Committee. This policy remains valid until it is reviewed and replaced, it does not expire by date alone.

Document Control

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IET reserves the right to make amendments to this policy at any time without notice.