



Accessibility Plan (for anticipatory reasonable adjustments) Sept 2021 - Sept 2024:



**Inkersall Spencer Academy**

# ACCESSIBILITY PLAN 2021-2024

EQUALITY CHECKED

This policy/procedure seeks to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between different groups.
- Foster good relations between different groups.
- Meet requirements under the Equality Duty.
- Set Equality objectives which are specific and measurable.





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### Aims

At Inkersall Spencer Academy we are committed to providing a high-quality learning environment combined with a caring ethos in which **all** children achieve their full potential. We place great emphasis upon the development of a broad range of learning skills so that during their time with us **all** of our children are able to acquire a love of learning that will last them for a lifetime.

The school SEND offer is the inclusive, accessible provision which supports children with special educational needs and disability to thrive. As a fully inclusive school, Inkersall Spencer Academy is committed to identifying and providing for the needs of all children. Every teacher is a teacher of every child or young person including those with SEND; and all staff are trained in and adhere to our model of good practice.

**The purpose of our Accessibility Plan is to outline how we comply with the Equality Act (2010) and the SEND Codes of Practice, as well as detailing how we will:**

- ✓ Continually improve the physical environment of our school so that all areas are fully accessible to our children with special educational needs and disabilities
- ✓ Review and increase the access to all areas of our curriculum for our children with special educational needs and disabilities, so that they can make at least good progress
- ✓ Review and make improvements in the provision of information in all areas regarding SEND processes and provision

The Accessibility Plan will be available on our school website and paper copies will be made available upon request. The plan will be reviewed annually by the SENDCo and the leadership team to ensure that it is effective.



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Objectives Expressed as an outcome for pupils and/or adults in terms of progress and participation	Accessibility Planning Area	Actions			Evidence to be collected to measure progress	Dates
		How	Who	Resources		
To improve the outcomes of students with identified cognition and learning needs	Curriculum	Continue to develop appropriate and differentiated resources and support for children with identified cognition and learning needs in order for them to successfully access the curriculum.	<ul style="list-style-type: none"> <li>• SENDCo</li> <li>• SEND team</li> <li>• Subject Leaders</li> <li>• Teachers</li> <li>• Teaching Assistants</li> <li>• EP and BSS</li> </ul>	Staff CPD – staff meetings and training based on identified learning needs.	Book scrutiny of children on our SEND register	Evidence collected over Autumn term 2021 to be embedded by January 2022
	Information			Appropriate and well-planned lessons and schemes of work.	Scrutiny of medium and long-term planning	
Environment	Staff timetabling and consistent delivery of appropriate, targeted interventions			Observations of lessons and interventions		
To improve the outcomes of students with identified cognition and learning needs	Curriculum	Continue to develop the ways that information and instructions are delivered to children in lessons.	<ul style="list-style-type: none"> <li>• SENDCo</li> <li>• SEND team</li> <li>• Subject Leaders</li> <li>• Teachers</li> <li>• Teaching Assistants</li> </ul>	Consultation and guidance from external agencies – EP and BSS	Student voice	Evidence collected over Autumn term 2021 to be embedded by January 2022
	Information			Research and consider which appropriate resources would be appropriate for individual children's needs:	Parent consultation	
					Data	
					LEADERSHIP TEAM, SEND team	



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To improve the outcomes of students with identified cognition and learning needs	Environment			<ul style="list-style-type: none"> <li>-Dual coding</li> <li>-Braille</li> <li>-Large print</li> <li>-Audio</li> <li>-Symbols</li> <li>-Alternative languages</li> </ul>	and Subject Leader learning walks and environment checks  Observations of lessons and interventions	
	Curriculum	Continue to develop how technology can assist access to all areas of the curriculum.	<ul style="list-style-type: none"> <li>• SENDCo</li> <li>• SEND team</li> <li>• IT Lead</li> </ul>	Use of I pads and notebooks and headphones as well as exploration of apps and IT programmes	Consultation with IT lead	Evidence collected over Autumn term 2021 to be embedded by January 2022
	Information				Feedback from staff and students	
Environment	LEADERSHIP TEAM, SEND team and Subject Leader learning walks  Observations of lessons and interventions					
To improve the outcomes of students with communication	Curriculum	Ensure that reasonable adjustments are made for children to access both statutory and non-statutory assessments.	<ul style="list-style-type: none"> <li>• SENDCo</li> <li>• SEND team</li> <li>• IT Lead</li> </ul>	Early identification of children needing access arrangements for assessments	Statistics of children with SEND accessing assessments successfully with barriers removed.	Autumn assessments 2021
	Information			Staff timetabling		
	Environment			Use of technology		
To improve the outcomes of students with communication	Curriculum	Continue to develop our Speech and Language offer so that all identified children can	<ul style="list-style-type: none"> <li>• SENDCo</li> <li>• SEND team</li> <li>• Jennifer Young (S&amp;L practitioner)</li> </ul>	Speech and Language programme  External support from DCC to support	S&L register  Assessment  Edukey plans  Qualitative data from S&L	December 2021



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and interaction needs		access targeted speech and language sessions with our in-school practitioner.		our school S&L practitioner	practitioner	
To improve the outcomes of students with communication and interaction needs	Curriculum	Ensure that all classrooms adhere to autism-friendly guidance and have clear visual timetables as well as visual aids to support their communication where needed; i.e talkers, emotion cards, sound buttons etc.	<ul style="list-style-type: none"> <li>• SENDCo</li> <li>• SEND team</li> <li>• Teachers</li> </ul>	Visual timetables	Environment check	September 2021
	Information			Talkers	Learning walks	
	Environment			Emotion cards Sound buttons	Student voice	
To improve the outcomes of students with social, emotional and mental health needs	Curriculum	Continue to develop our offer of professional interventions to support the improvement of our children's social, emotional and mental health needs.	<ul style="list-style-type: none"> <li>• SENDCo</li> <li>• SEND team</li> <li>• Leadership team</li> <li>• Thrive practitioners</li> <li>• Catharsis therapists</li> </ul>	Purchase and completion of Thrive training by identified members of staff so that this programme can be practised appropriately with identified children.  Funding of Catharsis therapy within school for identified children.	Thrive assessments Catharsis reports Observations of children using strategies learned Measured engagement in learning  Student and parent voice  Edukey Plans	April 2022



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<p>To improve the outcomes of students with social, emotional and mental health needs</p>	<p>Curriculum  Information  Environment</p>	<p>To ensure that staff are able to identify and plan for regular movement and sensory breaks for identified children.</p>	<ul style="list-style-type: none"> <li>• SENDCo</li> <li>• SEND team</li> <li>• Teachers</li> </ul>	<p>Staff CPD around sensory needs and how to support these children</p> <p>Staff timetabling</p> <p>Support and guidance from external agencies – BSS, AO, EP.</p>	<p>Scrutiny of Edukey plans</p> <p>Lesson observations</p> <p>Student voice</p>	<p>April 2022</p>
<p>To improve the outcomes of students with social, emotional and mental health needs</p>	<p>Curriculum  Information  Environment</p>	<p>To apply for and undertake the Attachement Aware Schools accreditation through DCC Virtual School</p>	<ul style="list-style-type: none"> <li>• SENDCo</li> <li>• SEND team</li> </ul>	<p>AAS application form.</p> <p>Staff cover to attend training events and project completion time.</p>	<p>Collaborative planning of appropriate project with between delegates and Virtual School staff.</p> <p>Presentation to Leadership team</p> <p>Oversight of project by Leadership team</p>	<p>To begin Oct 2022 – completion July 2023</p>
<p>To improve the outcomes of students with social, emotional and mental health needs</p>	<p>Curriculum  Information  Environment</p>	<p>Identified staff to undertake accredited Mental Health First Aid course in order to be able to provide targeted support to identified children, enabling them to access their learning in a safe and secure way.</p>	<ul style="list-style-type: none"> <li>• Leadership team</li> <li>• Identified staff members</li> </ul>	<p>Funding for Mental Health First Aid course</p> <p>Cover for identified teachers to attend course</p>	<p>Attendance of course</p> <p>Dissemination of learning to staff</p>	<p>September 2021</p>



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<p>To improve the outcomes of students with physical and sensory needs.</p>	<p>Curriculum  Environment</p>	<p>Develop and equip our Sensory room to ensure that it is an appropriate and valuable resource to identified children that can be readily accessed to support learning needs.</p>	<ul style="list-style-type: none"> <li>• SENDCo</li> <li>• SEND team</li> <li>• Leadership team</li> </ul>	<p>Appropriate sensory equipment to be researched, sourced and purchased by SENDCo</p>	<p>Observation of sensory sessions  Staff feedback  Environment check</p>	<p>December 2021</p>
<p>To improve the outcomes of students with physical and sensory needs.</p>	<p>Curriculum  Environment</p>	<p>Develop our PE curriculum so that it is inclusive of children with sensory needs and physical disabilities so that they can access all learning and make good or better progress.</p>	<ul style="list-style-type: none"> <li>• PE Coordinator</li> <li>• SENDCo</li> <li>• SEND team</li> <li>• Leadership team</li> </ul>	<p>Real PE resources  PE equipment  CPD for all teachers and TA's through Real PE training, staff meetings and SHAPE partnership</p>	<p>PE policy  Lesson observations  Pupil progress  Staff feedback  Student voice</p>	<p>December 2021</p>
<p>To improve the outcomes of students with physical and sensory needs.</p>	<p>Curriculum</p>	<p>Develop participation in extra-curricular and enrichment activities for children with sensory needs and physical disabilities by identifying and removing barriers.</p>	<ul style="list-style-type: none"> <li>• PE Coordinator</li> <li>• SENDCo</li> <li>• SEND team</li> <li>• Leadership team</li> <li>• Wellbeing lead</li> </ul>	<p>Researching and organising appropriate and engaging activities.  Funding for places for identified children.  Staff timetabling.</p>	<p>Student and parent voice questionnaires.  Attendance of SEND children at extra-curricular clubs and engagement in enrichment activities.  Feedback from external providers.</p>	



## Accessibility Plan (for anticipatory reasonable adjustments) Sept 2021 - Sept 2024:

To improve the outcomes of students with physical and sensory needs.	Information	Repaint the disabled car parking signs so that they are clear and explicit.	<ul style="list-style-type: none"> <li>• Site Manager</li> <li>• Leadership team</li> </ul>	Sourcing and commissioning of external company to paint signs, make sign and design and mark out a health and safety compliant walkway.	Environment checks	April 2021
	Environment	Place a sign at the entrance to the car park showing the location of the disabled parking				
		Mark out a safe walkway in the car park				
To improve the outcomes of students with physical and sensory needs.	Curriculum	Install a portable hearing loop and clearly display the accompanying signage so that it is visible to all.	<ul style="list-style-type: none"> <li>• Site Manager</li> <li>• Leadership team</li> </ul>	Research and purchase hearing loop and accompanying signs.	Environment checks Parent and child voice Attendance of staff at training	September 2022
	Environment					
	Information	Ensure that relevant staff have appropriate training to support identified children and visitors in using it.				
	Environment	Ensure that all outside steps have nosings. Nosings should be 2-inch strips which are painted or	<ul style="list-style-type: none"> <li>• Site Manager</li> <li>• Leadership team</li> </ul>	Yellow paint Tape Handrails and installation kit	Environment check	April 2022





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<p>To improve the outcomes of students with physical and sensory needs.</p>		<p>attached to the front and top of each step. Usually, yellow is used as it is a good contrasting colour. Re paint at the first sign of wear.</p> <p>All ramps to have handrails on either side.</p>				
<p>To improve the outcomes of students with physical and sensory needs.</p>	<p>Environment</p> <p>Information</p>	<p>Ensure that our toilets are fully accessible to all users by:</p> <p>Ensuring our emergency alarm cords are loose and in fit for use condition in both toilets.</p> <p>White-on-white fixtures should be painted or replaced with a contrasting colour to the wall.</p> <p>Providing coat hooks at an accessible height in the disabled toilets.</p> <p>Identify and train members of staff in responding to the activation of</p>	<ul style="list-style-type: none"> <li>• Site Manager</li> <li>• Leadership team</li> </ul>	<p>Appropriate alarm cords</p> <p>Contrasting coloured fixtures</p> <p>Coat hooks</p> <p>Staff CPD</p>	<p>Environment check</p> <p>Staff attendance at training</p>	<p>April 2022</p>



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		an emergency alarm from the disabled toilets.				
To improve the outcomes of students with physical and sensory needs.	Curriculum	Review internal signage and ensure it is all in both uppercase and lowercase lettering. Consider adding and option in Braille	Site Manager	Researching and sourcing appropriate signage.	Environment check	April 2022
	Environment			Sign installation		
Information	Environment		Change non-compliant door handles so that users with visual impairments can access these safely.  Handles which do not contrast in colour to the door should either be changed or painted to a different colour.	Site Manager	Researching and installing appropriate handles.	Environment check



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<p>To improve the support to all children, parents and carers with SEND</p>	Curriculum	<p>To continue to establish a dedicated SEND team including a SENDCo and 3 associate SENDCos.</p> <p>Associate SENDCOs to undertake recognised SENDCo qualification.</p>	<p>SENDCo</p> <p>SEND team</p> <p>Leadership team</p> <p>SEND Governor</p>	<p>Parent/Carer questionnaires</p> <p>Coffee mornings</p> <p>SEND team meeting minutes</p> <p>Governor oversight</p> <p>Reporting to Leadership team</p> <p>Certificates of qualifications</p>	<p>SEND team established by Sept 2021</p> <p>Bi-weekly SEND team meetings throughout 2021-2022</p> <p>Termly parent/carers coffee mornings throughout 2021-2022</p> <p>Associate SENDCo training commencing Sept 2021 – completion July 2022.</p>
	Environment	<p>SEND team to meet bi-weekly to plan and review provision, safeguarding needs and referrals across school in a timely manner.</p>			
	Information	<p>SEND team to act as a hub of support and information for all staff, parents and carers in relation to any issue regarding SEND.</p>			
		<p>SEND team to provide</p>			



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		information to parents and carers by their chosen accessible means of communication on an individual basis and via coffee mornings, leaflets, zoom meetings, face-to-face meetings and telephone calls.				
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