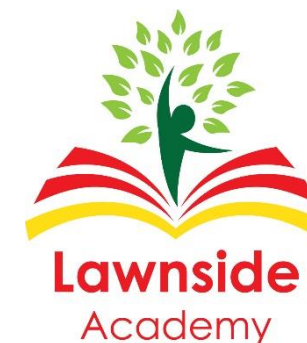


Lawnside Academy
Disability Accessibility Plan (2019 – 2022)

Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils



The table below sets out how the school will achieve these aims.

Increase access to the curriculum for pupils with a disability

Target	Actions to be taken	Timescales	Costs	Responsibility	Monitoring	Success Criteria
Identify pupils who may need additional / different provision.	Liaise with preschool providers to review potential intakes.	Summer Term	Time	Early Years staff / SENCO	Termly analysis of pupil outcomes by Principal and Curriculum / Standards governor committee.	Collaborative working – information sharing with all involved with the child. Procedures / equipment in place on entry to school.
	Establish close liaison with parents – regular meetings.	Timetabled home visits / parent review meetings	Time	All staff		
	Establish close liaison with outside agencies and LA.	September (and ongoing)	Time	Staff member in charge of First Aid, teaching and support staff		
	Keep up to date list of medical needs / disabilities across the school ensuring that all identified pupils are supported in accessing the curriculum.					

<p>Improve teaching and learning to ensure full access to the curriculum for all children and involvement in all classroom activities.</p>	<p>Training for teachers on differentiating the curriculum.</p> <p>Staff training to meet needs of identified children (including from outside agencies).</p> <p>Set up a system of individual access plans for pupils with disabilities as required.</p> <p>Review TA deployment to enable identified pupils to be appropriately supported.</p> <p>Use of specialist equipment to promote participation in learning by all pupils (including ICT software).</p>	<p>On-going</p> <p>Ongoing</p> <p>Half-termly</p> <p>When needs are identified / reviewed</p>	<p>Time</p> <p>Costs not yet assessed</p> <p>Costs for additional equipment</p>	<p>All teachers / SENCO</p>	<p>Planning scrutiny, work scrutiny, lesson observations and data analysis by SLT / SENCO and termly reports to GB.</p> <p>Feedback from parents reporting that provision meets needs.</p>	<p>Strategies evident in planning and in class observations.</p> <p>All pupils make expected progress.</p> <p>Pupils with disabilities achieve in line with all pupils.</p>
<p>Create positive images of disability within the school.</p>	<p>Use equipment / literature which illustrate positive images of disability.</p> <p>Visitors to school to include those with a disability.</p>	<p>On-going</p>	<p>Costs not yet assessed</p>	<p>All staff</p>	<p>Governor learning walk observations and feedback to full governing body.</p>	<p>Pupils have developed a knowledge and understanding of a range of disabilities and show respect towards people with disabilities.</p>

Improve and maintain access to the physical environment

Target	Actions to be taken	Timescales	Costs	Responsibility	Monitoring	Success Criteria
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	Autumn Term	None	Teachers / SENCO	SLT monitoring of classroom environment. Termly outcomes analysis by GB.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Pupils with disabilities achieve in line with all pupils.
Access audit.	Undertake access audit (see page 6) and plan / budget for improvements needed.	Autumn Term	Costs not yet assessed	Principal / Caretaker	Completion of action plan monitored by governor responsible for H&S (with report to full GB).	Physical access to school improved.

Improve the delivery of written information to pupils

Target	Actions to be taken	Timescales	Costs	Responsibility	Monitoring	Success Criteria
Availability of written material in alternative formats.	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	As required	Costs not yet assessed	Principal / Business Support Manager	Termly outcomes analysis by GB.	Delivery of information to disabled pupils improved. School is more effective in meeting the needs of pupils.
Make available school brochures, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it. School staff to support identified parents in reading / understanding documentation and completion of any relevant documents.	As required	Costs not yet assessed Time	Principal / Business Support Manager	Feedback from parents / stakeholders who have requested information in alternative formats.	Delivery of school information to parents and the local community improved.
Review documentation with a view of ensuring accessibility for pupils with visual impairment.	Get advice from LA on alternative formats and use of IT software to produce customized materials.	As required	Costs not yet assessed	Principal / SENCO	Termly outcomes analysis by GB.	Delivery of school information to pupils & parents with visual difficulties improved.

Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	TBC	Costs not yet assessed	SLT / Business Support Manager	Report to GB. Feedback from stakeholders.	School is more effective in meeting the needs of pupils.
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Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				

Principal / Caretaker to complete annually