



Accessibility Plan 2017-18

Reviewed September 2017

Date Approved by Governors:

September 2017

Next Review Date:

Summer 2018

Accessibility Plan

Purpose of Plan

This plan shows how Merlin Top Primary Academy intends, over time, to increase the accessibility of our academy for disabled pupils, staff, parents/carers and visitors.

Definition of Disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse affect on his/her ability to carry out normal day-to-day activities.

Current Range of Known Disabilities

The academy has children with a range of hearing and visual impairments, physical disabilities and medical needs.

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the academy's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

Target	Strategies	Time-Scale	Responsibility	Success Criteria
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENDCo	Raised confidence of support staff
All educational visits to be accessible to all	Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure all PE is accessible to all	Gather information on accessible PE and disability sports	As required	P.E Co-ordinator	All to have access to PE and be able to excel

Improving access to the physical environment of the academy

Merlin Top Primary Academy is a purpose build school, built in 2010 under the Building School for the Future programme, and has excellent access and facilities. As Merlin Top continues to grow and develop, every effort will be made to ensure these facilities are maintained.

We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The academy's Improvement planning process is the process for considering such needs on an annual basis.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

Target	Strategies	Time-Scale	Responsibility	Success Criteria
The academy is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors.	To create access plans for individual disabled pupils as part of the IEP process when required. Be aware of staff, governors and parents needs and meet as appropriate	As required Induction and on-going review if required	SENDCo Headteacher	IEPs in place for disabled pupils and all staff aware of pupil needs. All staff, parents and governors feel confident their needs are met.
Layout of academy to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Headteacher / Governors / Site Manager	Redesigned building/classroom etc. are usable by all
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties	As required	SENDCo	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility of access to ICT equipment	Alternative equipment in place to ensure access to all hardware	As required	ICT Co-ordinator	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired	Seek advice from LA Support Team for Deaf children on appropriate equipment	On-going	LA Support Team for Deaf Children	All pupils have access to equipment
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access	On-going and as required	Site Manager/Business Manager	All disabled staff, pupils and visitors able to have safe escape.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the academy to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range if needed. The academy will need to identify agencies and sources of such materials to be able to make provision when required. The academy's ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Time-Scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in 'plain' English School office will support and help parents to access information and complete school forms	On-going	School Office	All parents receive information in a form that they can access
Improve the delivery of information in writing, in an appropriate format	Provide suitably enlarged, clear print for pupils with visual impairments	As required	Office	Excellent communication
Annual review information to be accessible as possible	Develop child friendly IEP review formats	On-going	SENDCo	Staff more aware of pupils preferred method of communications
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	2014/2015	Site Manager/Main Office	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENDCo	Pupils and/or parents feel supported and included.