

Oasis Academy Blakenhale Infants

Accessibility Plan 2016 -2017

Development Area	Targets	Strategies	Outcomes	Success indicators
Staff training for inclusion	Teaching approaches and learning activities are made accessible to all pupils.	Staff dealing with vulnerable groups have the appropriate training from the external services.	Progress is secure and children are working towards national averages consistently throughout the school.	Report from pupil tracker is good or better Continue to monitor 2016/17
Academy design for disabled pupils	All areas accessible to disabled pupils	Strategic discussions with the Academy sponsors, rationalisation plan, incorporates school prioritised disabled access points as an integral part of rebuild improvement points.	Plans drawn up show clearly how disabled access will be addressed. All new building will be fully DDA compatible. Log of any difficulties or issues kept.	Disabled pupils able to access all physical areas without difficulty. New build completed 'Sept 15'. Areas of Key Stage 1 adapted if necessary.
Signage	Signs clear and understandable for pupils with visual impairment.	Replacement signs take account of appropriate colour schemes /size for signs.	Signs clear and updated as required.	New signs purchased – Reception and The Link. New signage to be ordered to be in line with change in uniform. Sept – new ethos banners.
Stimulating environment	To ensure that all groups of children are catered for by the physical environment in which they are learning – including classrooms, halls and outside areas.	The environment is regularly audited to reduce all barriers to learning, achievement and full participation.	Pupils are able to gain access to all resources and stimuli which they need in order to reach their full potential.	Pupils happy and fully engaged in their learning and making good or accelerated progress.
Curriculum delivery	Classrooms are organised for disabled pupils.	Guidance from specialists (hearing impaired service, autism service, PSS, BSS, Visual impairment service,	Monitoring indicates disability/SEN taken into account in organising the environment for learning.	Disabled pupils are able to access learning environment more effectively. Ongoing 16/17

		Speech and language, educational psychologist, CAMHS, Malachi, Family support, ADHD)		
Curriculum delivery/delivery of materials in other formats	IEP targets used by classroom staff and understanding of additional time requirements in practical work understood and planned for.	SEN information available to all staff and further training on implementation and differentiation of curriculum required.	Monitoring indicates differentiation is in place targeted towards disabled/SEN/ other vulnerable groups.	Disabled pupils able to access the curriculum more effectively. Currently all pupils able to access curriculum. Further adaptations to be made if necessary.