

Accessibility – appendix

Samuel Barlow Primary Academy

March 2022

Curriculum Access	Targets	Strategies	Outcome	Time Frame	Goals achieved
Medium Term	<ul style="list-style-type: none"> • All curriculum areas consider their practice in light of current legislation and developments • To ensure all students have appropriate equipment in place to enable them to engage with a broad and balanced curriculum • Ensure all exam arrangements are in place for all students with identified needs 	<ul style="list-style-type: none"> • Continue with training of whole academy staff. • Link with academy & faculty focus upon teaching & learning. At least one training per term to focus upon inclusive practice each academic year. • To meet regularly with students, parents and outside agencies to plan access improvements. • L Spacey to gather evidence to ensure arrangements are met. 	<ul style="list-style-type: none"> • Staff are more aware of the ways in which they can make the curriculum more accessible to students with specific needs. • Strategic planning continued at faculty level. • All stakeholders have an active part in Academy improvements. • All students are to achieve full potential and support structures are in place. 	Reviewed each term and as part of QA	<ul style="list-style-type: none"> • All students have equal access to a broad, balanced curriculum. The academy community values diversity. • Raised awareness of the collective responsibility towards inclusion. • Raised awareness of exam access arrangements.

Physical Environment	Targets	Strategies	Outcome	Time Frame	Goals achieved
Short term	<ul style="list-style-type: none"> • To ensure that the main academy is accessible to disabled visitor/stakeholders. • To ensure all student needs are disseminated to staff for access to the class. • To ensure timetabling and classroom allocation takes into account reasonable adjustment. 	<ul style="list-style-type: none"> ☐ Meetings held with parents, students and agencies to assess and evaluate evacuation procedures ☐ SEN/Strategies section in class folders, EHC Plan, update all TAs and relevant staff. 	<ul style="list-style-type: none"> • All visitors can access the main reception area of academy from the front and feel welcomed. • Evacuation Plan includes reference to provision for physically impaired persons. Instructions clearly displayed & any necessary training undertaken. • All students accessing a broad and balanced curriculum 	<p>At every visit</p> <p>Progress review meetings and ongoing teacher dialogue with SLT and other professionals</p>	<ul style="list-style-type: none"> • All visitors and the academy community feel included on arrival • Emergency provision for all in all parts of the academy building.

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