

Moor Green Primary Academy Accessibility Plan September 2021 – July 2024

To be reviewed annually

Accessibility Planning Code C – Curriculum E- Environment I- Information

Outcomes	Code C-E-I	What/ How	Lead	Resources	Evidence	Dates
To provide an ambitious, enriching, inclusive curriculum (in line with the Birmingham Local Offer)	C	<ul style="list-style-type: none"> <li>-Inclusive venues for residential visits have been identified.</li> <li>-A range of intervention programmes are available to support children with learning difficulties and disabilities, including Language for Thinking, Words First, Soundstart and Lexia.</li> <li>-The use of a language line and visual timetable</li> <li>-Consideration and precise planning for remote learning on Teams</li> <li>-P4C lessons promote inclusion, diversity and consideration for all</li> <li>-All pupils are encouraged to take part in a range of physical activities.</li> <li>-All school visits and clubs are available to all pupils.</li> <li>-All pupils have access to Forest School and the School Farm.</li> <li>-Provide individual learning targets to support accessing the curriculum.</li> <li>-EAL children have access to a language rich curriculum and EAL band A and B are provided with additional EAL targets</li> </ul>	<p>S. Harries</p> <p>All staff</p>	<p>Adequate staff training and resources will be allocated to enable implementation of the plan.</p> <p>Use of Pupil Progress Trackers</p>	<ul style="list-style-type: none"> <li>-detailed risk assessments demonstrate well planned and inclusive trips</li> <li>-progress of the pupils is supported by the use of Stepping Stone Trackers</li> <li>-lessons and outcomes are personalised dependent on needs</li> <li>-pupil voice shares children’s thoughts, feeling and wishes</li> <li>-language proficiency and</li> </ul>	From September 2021 – ongoing

		<ul style="list-style-type: none"> <li>-Staff are trained in the administration of medicines, where applicable.</li> <li>- There is a full and varied programme to support transition including liaison between pre-school providers and secondary school providers to ensure pupils' diverse needs are met.</li> </ul>			<p>competency of English to be levelled against the EAL tracker where appropriate, and supported accordingly</p> <p>-continuous monitoring carried out by Senior Leaders</p> <p>-Staff are up to date with medical training and first aid</p>	
To provide an inclusive environment for children with a Physical Difficulty	E	<ul style="list-style-type: none"> <li>-The school has ramped entrances into the external doors.</li> <li>-The school has a disabled toilet</li> <li>- Accessible parking spaces are allocated/marked and kept available for use when needed</li> <li>-Personal Evacuation Plans and Management Plans are written to support movement of children at critical times</li> <li>-Organisation and location of classroom are carefully considered in</li> </ul>	S. Harries	<p>Purchase of necessary equipment.</p> <p>Links to external agencies to seek support and advice.</p>	<ul style="list-style-type: none"> <li>-The school access arrangements are clear and visible</li> <li>-Classroom location and resources provided meet the need of the child/ren</li> </ul>	From September 2021 – ongoing

		<p>order to support a child with a Physical Difficulty.</p> <ul style="list-style-type: none"> <li>-Provide supportive equipment: visual timetables, task boards, slopes</li> <li>-Individual risk assessments written and reviewed</li> </ul>			<ul style="list-style-type: none"> <li>-External agencies communicated with</li> <li>-Continuous monitoring by Senior Leaders</li> </ul>	
To provide visual support for communication for all pupils	I	<ul style="list-style-type: none"> <li>· The school aims to keep up to date with available technology and practices to support individual pupils with learning difficulties or disabilities, drawing on advice from the external Support Services.</li> <li>-Provide communicate in print as part of whole school practice</li> <li>-Make reasonable and suitable adaptations to remote learning by using resources such as Purple Mash.</li> <li>-Provide and use visual timetables and task boards</li> </ul>	S. Harries	Communicate in Print	<ul style="list-style-type: none"> <li>-Communicate in print is used as part of whole school practice in supporting activities and visual timetables.</li> <li>-Children are able to respond successfully with appropriate visual support.</li> </ul>	From September 2021 – ongoing