

East Stour Primary School



ACCESSIBILITY PLAN

Date of Issue	Next Review	V e r s i o n	To be read in conjunction with	Updated Information	Signed Headteacher	Signed Chair of Governors
March 2017	March 2018	2	SEND information report, Equalities policy			
March 2018	March 2020	3	SEND information report, Single Equalities Scheme			

Jan 2021	Jan 2022	4	SEND information report, Single Equalities Scheme			
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Improving access to the physical environment

	Targets	Actions	Timescale	Responsibility	Outcomes	Updates
1.	School is aware of the access needs of children with disabilities or additional needs.	a) Create access plans for individual disabled children as part of PP/EHCP process	Ongoing	SENCo	Individual plans in place for all specific pupils and all staff aware of all pupils' access needs.	
2.	School staff are better aware of access issues (physical, emotional and academic).	a) Provide information and training on equality and equity for all staff.	Ongoing	Head teacher/SLT	Raised confidence of staff and to meet access needs. Staff understand how to apply equity and equality to all pupils	
3.	All building work has considered KCC accessibility guidance.	a) Share KCC accessibility toolkit with relevant personnel and contractors.	Ongoing	Head teacher/Governing body	On-going improvements in access to all areas when undertaking routine and maintenance works. Any new building work considers full accessibility	All buildings and portacabins fully accessible and compliant for use by those accessing. The hub may need ramps built dependent on pupil access needs.
4.	Improve signage and external access for visually impaired people	a) Signage around external building replaced. Consider internal signage.	Academic Year 20-21	SBM / Caretaker	All pupils/staff and visitors have clear direction	External signage improved
5.	Ensure that all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plans(PEEPs) for all children of this differentiation	Annual and ongoing	SENCo/SBM	All disabled children and staff working with them are safe and confident in event of fire.	Regular fire drills ensure practical considerations have ongoing assessment Temporary PEEPs in place for identified staff/pupils where they have a medical need

6.	Paint a disabled person's parking bay with access to reception	<p>a) Allocate a clearly marked space</p> <p>b) Install a dropped kerb to enable access to the reception from car park</p>	keep paint refreshed to clearly identify	Head teacher/Governing body/Caretaker	<p>Accessible parking bay for disabled staff/visitors.</p> <p>Easy access from car park to reception for wheelchair users/people with pushchairs etc.</p>	Parents no longer using car park as external gates are closed for 30 minutes either end of the day. This has reduced number of cars accessing. There is parking available for those requiring disabled space. Parents with specific requirements are able to access space before gates are closed or gates are opened as needed
7	Look at ways to make school field more accessible for pupils/staff with disabilities	<p>a) Identify entry /access points and suitability for wheelchairs/walkers</p> <p>b) Look into path/track around field to enable SEND to access daily mile, breaks etc</p>	Ongoing due to cost	SLT	All stakeholders with disabilities would be able to access the field	
8	Consider how to enable access to stakeholders requiring sign language or Braille	<p>a) Look into training for staff around key areas to support staff/parents/visitors</p> <p>b) consider how signage could be improved within the site to support these stakeholders</p>	Ongoing	Office	All visitors and stakeholders would have full access to sit independently	

Improving access to the curriculum - see equity in the curriculum policy

	Targets	Actions	Timescale	Responsibilities	Outcomes	Updates
1.	Increase confidence of staff in differentiating the curriculum	As needed	On-going and responsive	AHT	Raised confidence of staff in strategies for differentiation and increased pupil participation.	Equity in curriculum policy to support alongside mainstream core standards
2.	Ensure TAs have access to specific training on a range of additional needs	As needed	On-going and responsive	SENCo	Raised confidence of TAs as above.	Equity in curriculum policy to support alongside mainstream core standards
3.	Ensure all staff are aware of all SEN pupils' curriculum access	As needed	On-going and responsive	SENCo	All staff aware of individual pupils' access needs.	Equity in curriculum policy to support alongside mainstream core standards
4.	Ensure all staff are aware of, and able to use, SEN software and resources	As needed	On-going and responsive	SENCo/SEN team	Wider use of SEN resources in mainstream classes.	
5.	Ensure all school trips and residential trips are accessible to all	As needed	On-going and responsive	EVC	All children in school able to access all school trips and take part in range of activities.	Pupils with behaviour issues still an ongoing challenge to risk assess, more guidance needed New EVC co-ordinators updated training undertaken and reviewed policy in place
6.	Review PE Curriculum to make PE accessible to all	a) Promote accessible PE and Disability Sports b) Invite disabled sports people in for particular sessions c) Review PE curriculum to include disability sports	On-going and responsive	PE Team	All children able to access PE and sports including events.	see k support from PE hub as required

7.	Review all curriculum areas to include SEN, equality and equity issues	a) Include specific reference to equality and equity in all curriculum reviews	On-going and responsive	All subject leaders and curriculum leads	Updated disability issues into all curriculum areas.	Curriculum and progression document review 2019 onwards
8.	Develop consistent approach to differentiation and alternative pen in school	a) Ensure school policy is consistent	On-going and responsive	SENCo	All staff confident and consistent in range of differentiation strategies and use of alternative pen.	This also overlaps with EAL and SEN provision in some areas, for example postcard recorders
9.	Ensure AEN children participate equally in after school and lunch time activities (Not during Covid)	Organise additional activities for pupils who are struggling at lunch	On-going and responsive	SENCo/HH/FLOs	AEN children confident and able to participate equally in out of school activities.	Systems have been put in place to be able to assess uptake Increased number of clubs review of children attending to take place when established
10.	Use links with local special schools to improve understanding of curriculum	a) Organise opportunities for staff to observe their curriculum area at Local Special School	On-going and responsive	SENCo	Increased confidence of staff in developing their curriculum area accessibly.	Links to Lift Exec

Improving access to information

	Targets	Actions	Timescale	Responsibilities	Success criteria	Updates
1.	Review information to parents/carers to ensure it is accessible	a) Ask parents/carers about access needs when child is admitted to school b) Review all letters home to check reading age Produce newsletter in alternative formats e.g. large print, additional language	Annually	SLT	All parents get information in format that they can access e.g. tape, large print.	
2.	Ensure all staff are aware of guidance on accessible formats		Annually	Head teacher	Staff produce routine information to children in more accessible ways.	Linked with parents with illiteracy issues, school is aware of those parents with needs and all new admissions are asked for their preferred for of communication
3.	Inclusive discussion of access to information in all annual reviews	a) Ask parents/carers and children about access to information and preferred formats in all reviews b) Develop strategies IEPs to meet needs	Ongoing	SENCo/SEN team/FLOs	Staff more aware of pupil's /Parents/Carers preferred methods of communication.	
4.	Children become more aware of their own learning styles and access needs	a) Encourage pupils to express their access needs and explore learning styles	ongoing	SEN team	Children able to articulate their access needs and understand their own learning styles.	