

# East Stour Primary School



## ACCESSIBILITY PLAN

Date of Issue	Next Review	Version	To be read in conjunction with	Updated Information	Signed Headteacher	Signed Chair of Governors
March 2017	March 2018	2	SEND information report, Equalities policy			

## Improving access to the physical environment

	Targets	Actions	Timescale	Responsibility	Outcomes	Updates
1.	School is aware of the access needs of disabled children.	a) Create access plans for individual disabled children as part of IEP process	Ongoing	Assistant Head for Inclusion	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.	
2.	School staff are better aware of access issues.	a) Provide information and training on disability equality for all staff.	Ongoing	Head teacher/Governing body	Raised confidence of staff and governors in commitment to meet access needs.	
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. New Building Work	New build and porter cabins fully accessible and compliant
4.	Improve signage and external access for visually impaired people	a) Replace existing signage (see signage audit)	April 2012	Business Mgr. / Caretaker	Visually impaired people have clear direction	
5.	Repaint 5 classrooms in colours with suitable contrasting woodwork	When classes are painted under Routine and Maintenance, include contrasting colours	April 2012	Caretaker/ Contractor	Colour schemes that support teaching, learning and behaviour.  Classes accessible for visually impaired pupils	All classrooms now have contrasting woodwork
6.	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	Asst. Head for Inclusion / Business Mgr.	All disabled children and staff working with them are safe and confident in event of fire.	Reviewed Sept 2016 Regular fire drills ensure practical considerations have ongoing assessment

	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Outcomes</b>	<b>Updates</b>
7.	Paint a disabled person's parking bay with access to reception	<p>a) Allocate 2 spaces</p> <p>b) Install a dropped kerb to enable access to the reception from car park</p>	April 2012	<p>Head teacher/Governing body</p> <p>Head teacher/Governing body</p>	<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>	<p>a) 1 space created Apr 2012, HT/SLT spaces can easily be converted if permanent member of staff needing one. Advice that turning circle does not need one as parents are not meant to park there.</p> <p>b) one created, second to be done with office reorganisation to prevent "patchy" tarmac.</p> <p>c) 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</p>
8.	Improve acoustics in classes where there are still concertina doors	a) Replace with Wood doors	April 2012	Head teacher/Governing body	Hearing impaired children and adults.	No hearing impaired children in remaining two classrooms; these were done over the summer period

## Improving access to the curriculum

	Targets	Actions	Timescale	Responsibilities	Outcomes	Updates
1.	Increase confidence of staff in differentiating the curriculum	As needed	On-going and responsive	AH for Inclusion	Raised confidence of staff in strategies for differentiation and increased pupil participation.	Involvement in LA inclusion plan + increased training on differentiation TA's and teachers
2.	Ensure TAs have access to specific training on disability issues	As needed	On-going and responsive	AH for Inclusion	Raised confidence of TAs as above.	As above
3.	Ensure all staff are aware of disabled children's curriculum access	As needed	On-going and responsive	AH for Inclusion	All staff aware of individual pupils' access needs.	As above
4.	Ensure all staff are aware of, and able to use, SEN software and resources	As needed	On-going and responsive	AH for Inclusion	Wider use of SEN resources in mainstream classes.	As above + ICT focus(increased budget and programme of development)
5.	Ensure all school trips and residential trips are accessible to all	As needed	On-going and responsive	DH (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	AH for Inclusion and PE co-ordinator	All children able to access PE and disabled children more able to excel in sports.	VI child subsidised to go on specialist football team  Para Olympian Volleyballplayer came to present prize to one of our pupils Sept 2011 and spent time on classes discussing her life New PE co-ordinator and support form Secondary advisor

	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Outcomes</b>	<b>Updates</b>
7.	Review all curriculum areas to include disability issues	a) Include specific reference to disability equality in all curriculum reviews b) Have section on disability equality and curriculum access planning sheets	On-going and responsive	All subject leaders and playtime supervisors	Updated disability issues into all curriculum areas.	As many policies updated in 2016 to reflect this little new work needed Statutory policies all reviewed
8.	Develop consistent approach to differentiation and alternative recording in school	a) Ensure school policy is consistent	On-going and responsive	AH for Inclusion	All staff confident and consistent in range of differentiation strategies and use of alternative recording.	This also overlaps with EAL and SEN provision in some areas, for example postcard recorders Involvement in LA inclusion plan + increased training on differentiation TA's and teachers
9.	Ensure disabled children participate equally in after school and lunch time activities	a) Survey participation in clubs at lunch and after school by disabled children b) Organise additional activities for excluded pupils	On-going and responsive	AH for Inclusion	Disabled 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.	Ensure all staff have undertaken disability equality training	a) Update CPD for all staff on disability equality.  b) Ensure new staff access similar CPD courses	On-going and responsive	AH for Inclusion	All staff work from a disability equality perspective.	VI TA shares her expertise  ASD training booked for Sept 17 Involvement in LA inclusion plan + increased training on differentiation TA's and teachers

	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Outcomes</b>	<b>Updates</b>
11.	Use links with local special school to improve understanding of curriculum	a) Organise opportunities for staff to observe their curriculum area at Local Special School	On-going and responsive	AH for Inclusion	Increased confidence of staff in developing their curriculum area accessibly.	Involvement in LA inclusion plan + increased training on differentiation TA's and teachers

## 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	Head teacher	All parents getting information in format that they can access e.g. tape, large print.	This has now been incorporated into overall parent access to information as the last review specifically for disabled parents led to none saying they had a disability, even though they had
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	AH for Inclusion	Staff more aware of pupil's preferred methods of communication.	VI parent has needs catered for
4.	Children become more aware of their own learning styles and access needs	a) Include access to information in Circle Time b) Encourage pupils to express their access needs and explore learning styles			Children able to articulate their access needs and understand their own learning styles.	"Smarts" posters distributed to all classes. Raised the profile of this and materials given to all teachers