



## **Accessibility Plan 2018 - 2021**

	<u>Date</u>
Reviewed	Spring Term 2018
Agreed by Staff	Spring Term 2018
Agreed by Governors	Spring Term 2018
Next Review	Spring Term 2021

Head teacher Signature:

Date:

Chair of Governors Signature:

Date:

## **Accessibility Plan 2018-2021**

### **Purpose of Plan**

This plan shows how East Herrington Primary Academy intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

### **Definition of disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse impact on his/her ability to carry out normal day-to-day activities.

### **Areas of planning responsibilities**

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and be made available within a reasonable timeframe.

### **Contextual Information**

East Herrington Primary Academy was built in 1964. It is a single storey building that is of CLASP construction. Additional areas have been added since the original construction including: the nursery, nursery child care room, additional classroom, joining corridor, extension to EYFS Reception classroom area, extension to the front of the school. Disabled facilities including ramps and toilets have been installed throughout the school.

At present we have no wheelchair dependent pupils, parents or members of staff.

### **Current Range of known disabilities**

The school has children with a range of disabilities to include moderate and specific learning disabilities.

### Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time Scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access. Assign CPD for dyslexia, differentiation and recording methods . Online learning modules if required	On-going and as required	SENCO / Team Leader	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENCO / Team Leader	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENCO / Class Teacher	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT/EVC / Class Teacher	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports. Seek disabled sports people to come into school	As required	PE co-ordinator	All to have access to PE and be able to excel

### Improving access to the physical environment of the school

We have a wide range of equipment and resources available for day to day use and keep resources under constant review. The School Development Plan process is used when considering needs on an annual basis.

Target	Strategies	Time Scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parents / carers and visitors.	To create access plans for individual disabled pupils as part of the planning process when required	As required	SENCo / Class Teacher	Plans in place for disabled pupils and all staff aware of pupils' needs.
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction, ongoing if necessary	Headteacher	All staff and governors feel confident that their needs are met
	Through questions and discussions find out the access needs of parents / carers through newsletter	Annually	Headteacher	Parents have access to all appropriate school activities
	Consider access needs during recruitment process	When appropriate	Headteacher	Access issues do not influence recruitment and retention issues.
Layout of school to allow access for all pupils to all areas.	Consider needs of disabled pupils, parents/carers or visitors when considering any future developments.	As appropriate	Headteacher/ Site Manager/ Business Manager	Re-designed areas of developments are usable by all
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties. Ensure all staff are aware of their responsibilities	As required  Each September	SENCo / Class Teacher SENCo	All disabled pupils and staff working alongside them are safe in the event of a fire.

Target	Strategies	Time Scale	Responsibility	Success Criteria
Ensure appropriate hearing equipment in classrooms to support hearing impaired	Seek appropriate support from HI Team on the appropriate equipment	As appropriate for individuals	SENCo / Class Teacher / HI specialist ??	Children are supported through the appropriate equipment
All fire escape routes are suitable for all	Ensure all areas of the school have wheel chair access  Egress routes remain clear and appropriately signed. Visual checks to take place	as required  Weekly	Headteacher/ Site Manager/ Business Manager  Site Manager	All disabled staff, pupils and visitors are able to have safe independent egress.

### Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Time Scale	Responsibility	Success Criteria
Review information to parents / carers to ensure it is accessible	Provide information and letters in clear print in "simple" English  School office will support and help parents to access information and complete school forms  Ensure website and all document are easily accessible	During induction  As necessary  During website review	EYFS / Office Staff  Office Staff  Office Staff / Website Design Team	All parents receive information in a form that they can access   All parents understand the headlines of school information.
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office Staff Teaching Staff	Pupils can access all necessary written material
When necessary languages other than English to be visible in school	Eg welcome signs to be multi lingual	When necessary	Headteacher Office Staff	Everyone feel s welcome, pupils and parents feel supported and included
To ensure basic information about the school is accessible to all	Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	2018	All staff	All parents / carers can access information about the school.