



Accessibility Plan 2016-2017



SANDOWN PRIMARY SCHOOL

Accessibility Plan 2015 - 2018

1: Introduction

The SEN and Disability Act 2001 (SENDA) extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- i. not to treat disabled pupils less favourably for a reason related to their disability;
- ii. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- iii. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- i. increasing the extent to which disabled pupils can participate in the school curriculum;
- ii. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- iii. improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan showing how the school will address the priorities identified in the plan.

2: Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as follows:

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

3: Key Objective

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in the school community for current and prospective pupils and students, and adult users with a disability.

4: Key Principles

- a. Compliance with the DDA is consistent with the school’s aims and Equality Policy, and the operation of the school’s Inclusion & SEN Policy.
- b. The school acknowledges its range of duties and responsibilities for its pupils and students under the DDA (as amended by SENDA), and the requirement to publish an Accessibility Plan.
- c. In performing their duties, governors and staff will have regard to the “Code of Practice for Schools: Disability Discrimination Act 1995, Part 4” (Disability Rights Commission 2002). The Code sets out what is meant by disability discrimination and ‘*reasonable adjustments*’ which schools may need to make to their policies and practices to avoid putting pupils with disabilities at a substantial disadvantage.
- d. The school recognises and values parents' and carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- e. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and that endorses the key inclusion and access principles in the National Curriculum 2013 Primary Framework, as summarised below, which underpin the development of a more inclusive curriculum by:
 - i. setting suitable learning challenges;
 - ii. responding to pupils’ needs and overcoming potential barriers for individuals and groups of pupils;
 - iii. taking account of duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.
 - iv. planning, resourcing and teaching lessons which account for individual needs and which ensure that there are no barriers to every pupil achieving, regardless of special educational need or disability;

- v. taking account of the needs of pupils whose first language is not English with associated progress monitoring that takes account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.
- vi. planning teaching opportunities for pupils for whom English is an additional language to help them develop their English and communication skills to a level commensurate with their abilities and that aim to provide the support pupils need to take part in all subjects.

Accessibility Action Plan

Improving access to the physical environment

	Targets	Actions	Timescale	Responsibility	Outcomes
<u>Short term</u> 1.	School is aware of the access needs of disabled children.	Create access plans for individual disabled children on their arrival at Sandown School. This will be included on School Based Plan + Education Health Care Plans	Carried out when new pupils start Reviewed annually	Assistant Headteacher	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.	Provide information and training on disability equality for all staff. Update Staff Handbook.	Induction for new staff on arrival. Term 3 2016	Headteacher/governing body Deputy Headteacher	Raised confidence of staff and governors in commitment to meet access needs.
3.	All building work has considered East Sussex Accessibility guidance.	Share East Sussex accessibility toolkit with relevant personnel and contractors.	As required.	Caretaker / Business Manager	On-going improvements in access to all areas when undertaking routine and maintenance works.

4.	Improve access to the reception area	Office staff to have a procedure in place to open outside door on arrival. Rearrange furniture so area is wheelchair accessible with circulation space Put in waiting chairs for visitors with mobility difficulties.		Caretaker / Office Staff Business Manager/ Headteacher	Disabled parents/carers visitors feel more welcome.
5.	Ensure that all disabled pupils can be safely evacuated	a) Put in place Personal Emergency Evacuation Plans for all children b) Develop a system to ensure all staff are aware of their responsibilities	Carried out when new pupils start Reviewed annually	Business Manager & Caretaker Headteacher/governing body	All disabled children and staff working with them are safe and confident in event of fire.
6.	Secure funding for a lift to other floors	Seek funding from the Capital Strategy Team at County Hall. Any possible money will not be used to fund work that: <ul style="list-style-type: none"> • Costs less than 15k in a Secondary school • Costs less than 10k at a primary school larger than 1.5fe • Cost less than 5k at any other primary School Such works will be funded through the school's devolved formula capital. (Schools with a licensed deficit should seek advice from CST)		Headteacher	Access to upper floors for all.

7.	Review existing disabled washroom facilities to ensure accessible to all	Ensure that all facilities for disabled people meet current regulations.	June 2016	Caretaker	Improved accessibility and security for disabled users as necessary
8.	Ensure fire escape route from Y2 is suitable for all.	<p>Request advice from Capital strategy Team or county Health and Safety Adviser on accessibility of exit routes and fire doors</p> <p>Install ramps to make level egress on all fire exits</p> <p>Alter the fire doors to make them accessible to disabled people</p>		<p>Caretaker</p> <p>LA</p> <p>LA</p>	All disabled staff, pupils and visitors able to have safe independent egress in emergency situations.
<u>Medium term</u> 1.	Improve accessibility of the ICT suite	<p>Seek advice from ICT team on optimum layout of furniture and move</p> <p>b) Seek advice from ICT team accessible hardware (keyboards and mice) to inform replacement of any necessary computers</p> <p>c) Seek advice for physical impairments – including visual / fine motor and hearing.</p>	Needs based – to include pupils in wheelchairs / temporarily broken limbs etc.	ICT Co-ordinator	<p>Layout optimises teaching and learning and behaviour.</p> <p>Hardware available to meet needs of a wider arrange of children.</p>

2.	Improve acoustics in the hall	Seek advice from the Sensory Needs Service Consider Sound Field System (portable)		SENCO	Hearing impaired children and adults better able to access activities in Hall.
3.	Improve signage and external access for visually impaired people	a) Replace external light bulbs immediately when 'blown' b) Paint yellow stripes on edge of all external steps c) Seek advice from the East Sussex Guidance or Sensory Needs Service on appropriate colours/styles for signs and replace temporary ones		Caretaker Caretaker Headteacher	Visually impaired people feel safe in the grounds. Access around the site easier for all.
4.	Redesign the library to make shelves more accessible to all children	a) Reduce height of some shelves. b) Alter layout to make area wheelchair accessible to include circulation space.	June 2017	Librarian/ Caretaker	All children have independent access to all books.

Long Term

	Targets	Strategies		Responsibility	Success criteria
1.	Redesign the reception security and entry system to make it more accessible and welcoming	Carry out access audit on reception area and consult disabled people's organisations, e.g. ESDA. Knock down the wall to make reception office door accessible and put in a window for visitors at	September 2017	Headteacher/ Business Manager / Caretaker	All disabled people able to access reception and enter independently.

		<p>accessible height Install a hearing loop for deaf people Relocate and change the door entry system to make it accessible to hearing impaired, visually impaired and other disabled people</p>			
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Improving access to the curriculum -

Short Term					
	Targets	Actions	Timescale	Responsibilities	Outcomes
1.	Ensure all TAs have access to specific training on disability issues	Use staff audit to identify TA training needs and inform Professional Development process TAs to access at least 6 relevant CPD courses each year	By July 2016	Assistant Headteacher	Raised confidence of TAs as above.
2.	Ensure all staff are aware of disabled children's curriculum access	Set up system of individual access plans for disabled children.	As pupils join the class.	SENCO	All staff aware of individual pupils' access needs.
3.	Ensure all school trips and camp are accessible to all	Develop guidance for staff on making trips accessible. Investigate new camp location that is accessible for each year.	Across the year related to all Risk Assessments.	Tina Mallindine	All children in school able to access all school trips and take part in range of activities.
Medium Term					
	Targets	Actions	Timescale	Responsibilities	Outcomes
1.	Ensure all staff are aware of, and able to use, SEN software and resources	Audit all SEN ICT and other resources and make list available to all staff Run individual training sessions on use of SEN	As new staff join.	Assistant Headteacher	Wider use of SEN resources in mainstream classes.

		Software e.g. predicted text, Widget			
2.	Review PE Curriculum to make PE accessible to all	Gather information in accessible PE and Disability Sports Invite disabled sports people in for particular sessions Review PE curriculum to include disability sports	By July 2016 From Sept 2016 By Sept 2016	PE Coordinator	All children able to access PE and disabled children more able to excel in sports.
3.	Review all curriculum areas to include disability issues	Include specific reference to disability equality in all curriculum reviews Develop PSHE and Citizenship curriculum to address disability equality issues Planning has regard to School Based Plan / Provision Mapping.	From Sept 2016	Headteacher/Subject leaders PSHE and Citizenship Co-ordinator PSHE and Citizenship Co-ordinator Headteacher/Subject leaders	Gradual introduction of disability issues into all curriculum areas.
Long Term					
1.	Develop consistent approach to differentiation and alternative recording in school	Devise and consult on model school policy with good practice guidance b) Organise 2 INSET sessions to share good practice	By September 2017	SENCO SENCO	All staff confident and consistent in range of differentiation strategies and use of alternative recording.
	2. Ensure disabled children participate equally in after school and lunch time activities	Survey participation in clubs at lunch and after school by disabled children	By Sept 2017	Identified Year 6 teacher	Disabled children confident and able to participate equally in out of school activities.

		b) Organise additional activities for excluded pupils			
	3. Ensure all staff have undertaken disability equality training	<p>Set up Inset training for all staff on disability equality, explore support from Special Schools.</p> <p>b) Ensure new staff access similar CPD courses</p>	July 2017	CPD Co-ordinator "	All staff work from a disability equality perspective.

Improving access to information

Short Term

	Targets	Actions	Timescale	Responsibilities	Success criteria
1.	1.Information is conveyed to parents/carers using Parentmail	Office Staff (JE) to receive training in sending parent Mail. Jackie Early to send regular Parent mail to share info.	January 2016	JE	Parents will receive prompt, up-to-date info regarding school.
2.	Improve pupil access to information in all pupil Annual Reviews	Develop pupil friendly School Based Plans to meet needs	As required on the SBP review cycle.	Assistant Headteacher "	Pupils are able to explain their own learning targets and milestones
3.	Review school website to ensure ease of access to information.	Offer alternative methods for dissemination information at whole school, Key stage and Year group and class levels New website to be live by Feb 2016.	March 2016	Headteacher / ICT Coordinator	Information is easily located and accessed by parents/carers/third parties
4.	Develop and embed use of visual timetabling in all classes	Staff meeting to share good practice b) Agree whole school approach	Continuous	Assistant head / SEN Governor	All children clear about timetable and secure about what is happening.

Long Term

1.	Children become more aware of their own learning styles and access needs	Include access to information in Circle Time Encourage pupils to express their access needs and explore learning styles	Ongoing	All teachers	Children able to articulate their access needs and understand their own learning styles.