

# Sandown Primary School and Nursery Accessibility Plan 2019-2022



Policy Contact Person	Mr Charlie Lindsay
Review Frequency	Tri - Annually
Signed by Link Governor/Chair	
Date Agreed/Signed	June 2019
Next Review Date	June 2022
Signed original stored in Business Manager's Office	

# **SANDOWN PRIMARY SCHOOL**

## **Accessibility Plan 2019-2021**

### **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

<b>Physical Environment Access: Short Term</b>					
	<b>Targets</b>	<b>Actions</b>	<b>Timescale by:</b>	<b>Responsibility</b>	<b>Outcomes/Impact</b>
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. <a href="http://www.educare.co.uk">www.educare.co.uk</a> = Equality and Diversity  Update Staff Handbook.	Induction for new staff on arrival.  Term 4 2019	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.  Signage on front gate with office phone number requesting visitors with disabilities or mobility difficulties to call the school office for assistance with opening the gate.	August 2019	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.	Ensure fire escape route from Y2 is suitable for all.	Request advice from Capital Strategy Team or county Health and Safety Adviser on accessibility of exit routes and fire doors  Ensure an alternative route is an option  Install ramps to make level egress on all fire exits  Alter the fire doors to make them accessible to disabled people if necessary.	May 2019    July 2019    July 2019	Caretaker    Local Authority    Local Authority	All disabled pupils, staff and visitors to have safe independent egress in emergency situations.

**Physical Environment Access: Medium Term**

	<b>Targets</b>	<b>Actions</b>	<b>Timescale by:</b>	<b>Responsibility</b>	<b>Outcomes</b>
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.	LA Traded Service – Premium Support	<p>Layout optimises teaching and learning and behaviour.</p> <p>Hardware available to meet needs of a wider arrange of children.</p> <p>Hire/ buy hardware as and when required</p>
2.	Improve signage and external access for visually impaired people	<p>a) Replace external light bulbs immediately when ‘blown’</p> <p>b) Repaint yellow stripes on edge of all external steps</p> <p>c) Update / Replace temporary signage.</p>	<p>As required</p> <p>Ongoing surveillance and actioned when necessary</p>	<p>Caretaker</p> <p>Caretaker</p> <p>Headteacher/Caretaker</p> <p>Caretaker</p>	<p>Visually impaired people feel safe in the grounds.</p> <p>Access and circulation routes around the site easier for all.</p>

<b>Physical Environment Access: Long Term</b>					
	<b>Targets</b>	<b>Strategies</b>	<b>Timescale by:</b>	<b>Responsibility</b>	<b>Success criteria</b>
1.	Redesign the reception security and entry arrangements to make it more accessible and safe for all users.	<p>Redesign entrance into the school building . Ensure signage and signing in Inventory is sited on a movable bracket to allow wheelchair users to use this device.</p> <p>Create a large, welcoming, safe space to ensure all users are able to enter and leave the school comfortably and safely.</p>	September 2020	Headteacher/ Business Manager / Caretaker	All disabled people able to access reception and enter independently.

Improving access to the curriculum -

### Curriculum Access: Short Term

	Targets	Actions	Timescale by:	Responsibilities	Outcomes
1.	Ensure all TAs have access to specific training on disability issues	TAs and teachers to complete <a href="http://www.educare.co.uk/codeofpractise/inclusion">www.educare.co.uk/codeofpractise/inclusion</a>	By July 2019	Assistant Headteacher	Training accessed.  Raised confidence / knowledge of teachers and of TAs.
2.	Ensure all staff are aware of disabled children's curriculum access	Set up system of individual access plans for disabled children. Linked to Healthcare plans and Additional Needs meetings / reviews.	As pupils join the class.	SENCO	All staff aware of individual pupils' access needs.



3.	Ensure 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 – RSPCA Mallydams Blacklands Farm	Across the year related to all Risk Assessments.	Educational Visits Co-ordinator and Risk Assessments Co-ordinator.	All children in school able to access all school trips and take part in range of activities.
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**Curriculum Access: Medium Term**

	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Outcomes</b>
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 Software e.g. predicted text, Widget	As new staff join.	Assistant Headteacher	Wider use of SEN resources in mainstream classes.
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 – REAL PE ensures inclusion for all learners at their own ability level.		PE Coordinator	All children able to access PE and disabled children more able to excel in sports.
3.	Review all	Include specific reference to disability equality in all	PSHE subject	Headteacher/Subject	Gradual

curriculum areas to include disability issues	<p>curriculum reviews</p> <p>Develop PSHE and Citizenship curriculum to address disability equality issues</p> <p>Planning has regard to School Based Plan / Provision Mapping.</p> <p>Purchase new PSHE curriculum – April 2019</p>	leader -	<p>leaders</p> <p>PSHE and Citizenship Co-ordinator</p> <p>Headteacher/Subject leaders</p>	<p>introduction of disability issues into all curriculum areas.</p> <p>Assemblies to celebrate disability and achievements of disabled community including world events eg Paralympics.</p>
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### Curriculum Access: Long Term

	Targets	Actions	Timescale	Responsibilities	Outcomes
1.	Develop consistent approach to differentiation and alternative recording in school	Embed a Mastery Approach across the curriculum ensuring a keep up not catch up approach for all learners.	Septemebr 2019	Deputy Head	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	<p>a) Survey participation in clubs at lunch and after school by disabled children</p> <p>b) Develop playground workshop to ensure Restorative Justice and Growth Mindset work.</p>	By Sept 2019	Identified Year 6 teacher	Disabled children confident and able to participate equally in out of school activities
3.	Ensure all staff				

	have undertaken disability equality training	a) Educare online training <a href="http://www.educare.co.uk">www.educare.co.uk</a>  <a href="https://www.myeducare.com/course/view.php?id=232">https://www.myeducare.com/course/view.php?id=232</a>	July 2020	CPD Co-ordinator SENCo	All staff work from a disability equality perspective.
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### Improving access to information

Information Access: Short Term					
	Targets	Actions	Timescale by:	Responsibilities	Success criteria
1.	Information is conveyed to parents/carers using Parentmail / Class dojo	Office Staff/Attendance Officer to receive training in sending parent Mail. Attendance Officer to send regular Parent mail to share info.	Septemebr 2020	All teachers and SLT / office staff	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 (SBP) to meet needs	As required on the SBP review cycle.	Assistant Headteacher	Pupils are able to explain their own learning targets and milestones
3.					

	Develop and embed use of visual timetabling in all classes	a) Staff meeting to share good practice b) Agree whole school approach	Continuous implementation	Assistant Headteacher & SEN Governor	Visual timetables in place in all classrooms/teaching areas. All children clear about timetable and secure about what is happening.
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**Information Access: Long Term**

	<b>Targets</b>	<b>Actions</b>	<b>Timescale by:</b>	<b>Responsibilities</b>	<b>Outcomes</b>
<b>1.</b>	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.