

Accessibility Plan

May 2019

1. Introduction

At Easebourne CE Primary School, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, respect, tolerance and inclusion.

1. Contextual information

The current premises were refurbished in 2013, prior to Easebourne CE Primary School relocating to the site in September 2013. The front of the building via the main entrance, doors by the music block and main corridor exiting towards forest school are wheelchair accessible, however the rear entrance, nursery entrance and classroom exits are not. There are disabled toilet facilities.

1. Aims

Our school will, where relevant, ensure accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan contains relevant actions to:

* Ensure good access to the **physical environment** of the school, adding specialist facilities as and when necessary. This covers improvements to the physical environment of the school to improve access and physical aids to access education.
* Ensure access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment** which may assist these pupils in accessing the curriculum.
* Make reasonable efforts to ensure the appropriate delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, letters and information about the school and school events. The information should be made available in various preferred formats, as appropriate, within a reasonable time frame.

1. Monitoring and Review

The Accessibility Plan will be monitored through the Governing Body and reviewed every 3 years. The School will work in partnership with the local education authority in developing and implementing this plan.

**Easebourne CE Primary School**

**Accessibility Plan**

**2019-2022**

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| **Item** | **Activity** | **Timescale** | **Responsibility/Cost** | | **Impact/**  **Outcome** |
| **PHYSICAL** | | | | |  |
| Premises Development Plan | * Monitor and review the Premises Development Plan to ensure accessibility of the site is addressed | Annual | | Headteacher, Premises Manager & School Business Manager | * Site continues to develop physical aspects of site accessibility |
| Raise awareness of the access needs of disabled pupils, staff, governors, parents/carers and visitors | * Create access plans for individual disabled pupils as part of the IEP process when required * Be aware of staff, governor and parents’ access needs and meet as appropriate * Ensure job advertisements make clear that applications are welcomed from disabled candidates * Consider access needs during the recruitment process | As required, through IEPs, recruitment and induction process | | Headteacher, Premises Manager, SENDCO | * Pupils have access to the full curriculum and staff are aware of pupil needs * Parents have full access to all school activities * Access issues do not influence recruitment or retention issues |
| Consider seating, lighting and acoustics in classroom layout | * Ensure staff consider seating, lighting and acoustics in classroom layout through our Communication Friendly Classroom Award | Ongoing through staff training, review and Teaching & Learning Handbook | | SENDCO | * Improved access for all to learning environment |
| Promote a car park which supports the needs of disabled parents and carers | * Ensure that disabled parking spaces are repainted, maintained and not abused | Autumn 2019 | | Premises Manager | * Disabled parking spaces are not used by non-disabled users |

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| **CURRICULUM** | | | |  |
| Increase awareness and knowledge of Makaton among children and staff | * Teaching of vocabulary to YR * YR perform songs to school in assembly * School learns some songs with Makaton signing * Words from one song used regularly as a prayer with Makaton signing | Started 2018-2019 | Reception Teacher & Music Teacher | * All pupils familiar with basic vocabulary * Prayer and songs with Makaton signs become part of school’s collective worship |
| Increase confidence, skills and knowledge of staff in differentiating the curriculum | * Staff training on curriculum access and differentiation is ongoing | As required | SENDCO | * Raised staff confidence in strategies for differentiation and increased pupil participation, e.g. use of coloured backgrounds to support children with dyslexic traits |
| Use of resources, including ICT, to support learning appropriately | * Staff training and deployment of appropriate ICT software, e.g. Clevertouch | Clevertouch – May 2019 | SENDCO/ICT Coordinator &  IT Technician | * Wider use of SEND resources within QFT in the classroom, e.g. use of coloured IWB backgrounds |
| Positive awareness of disability across the school | * Review approach to PSHCEE, RE and Assemblies to ensure disability awareness is taught effectively and that this has a positive effect upon pupil attitudes and understanding | Annually | PSHCEE, Collective Worship & RE Coordinators & Vicar | * Raised awareness across school community * Mark Anti-Bullying Week (Nov) * Mark Disability Awareness Day (Jul) * Visits and visitors, e.g. epilepsy, Canine Partners * Disability charity included within Charity Term and speakers invited |
| Positive awareness of social, cultural and religious diversity across the school | * Review approach to PSHCEE, RE and Assemblies to ensure that awareness of social, cultural and religious diversity is taught effectively and that this has a positive effect upon pupil attitudes and understanding * Ensure that the curriculum promotes role-models and heroes that young people positively identify with, which reflects the school’s diversity in terms of race, gender and disability * Celebrate cultural events throughout the year to increase pupil awareness and understanding of different communities e.g. Diwali, Eid, Christmas | Annually | PSHCEE, Collective Worship & RE Coordinators & Vicar | * Raised awareness across school community * Continue Y6 locality Interfaith morning * Muslim link (Hamza Ozfas) developed * Visits to non-Christian places of worship promoted * Topical issues (e.g. refugees, differences) discussed * Use of SEAL materials promoted * Staff familiar with principles of the Equality Plan & use them when planning lessons, creating displays |
| Full access to trips and extra-curricular activities | * Provide appropriate support to pupils/parents so that all children are able to access out of hours activities, school visits and residentials | Ongoing | Headteacher  Possible costs associated with assistance | * All pupils able to access all educational visits and take part in a range of activities |
| Review PE curriculum to ensure PE is accessible to all | * Ensure activities and resources enable inclusive practice | As required | PE Co-ordinator | * All pupils will access the PE curriculum and be able to succeed |
| Support disabled pupils in the period of transition between primary and secondary school to ease the stress of moving and increase familiarity with new surroundings | * Liaison between school and target school * Discussion with parents and pupils on the transition process | Late spring term & summer term | SENDCo & Learning Mentor | * Pupils make successful transition |

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| **COMMUNICATION** | | | |  |
| Appropriate delivery of written information – to be accessible to all | * Adapt written communication, as appropriate, to suit needs of staff, parents, carers and other members of the school community. * Review methods to ensure they are appropriate, e.g. through summer RV Parent Survey June 2019 | Annually | Headteacher, Admin Team & SENDCO | * All information is available in an accessible format when requested |
| Ensure staff are aware of guidance on accessible formats | * Guidance to staff and accessible information | Autumn Term 2019 | SENDCO | * All information is available in an accessible format when requested |
| Languages other than English to be visible in school | * Develop range of multilingual signs/displays around the school, starting with French | 2019-2020 | French Teacher & Class Teachers | * Increased confidence of pupils and parents to access learning opportunities |
| Provide information in other formats (languages, symbols, large print, Braille) for pupils and parents or prospective pupils and parents who may have difficulty accessing standard printed information | * Access to translators, sign language, interpreters to be considered and offered, as appropriate and if possible | As required | SENDCO | * Pupils/parents can access information and feel supported and included |
| Ensure website is compliant | * Ensure that required information is available on the website and is in an accessible format | Ongoing | Headteacher &  SENDCO | * Everyone can access key information about the school |
| Monitor racist incidents | * Identify, respond and report racist incidents as outlined in the Plan * Report the figures to the Governing Body/Local Authority on a termly basis | Ongoing | Headteacher & Governing Body | * Teaching staff are aware of and respond to racist incidents * Consistent nil reporting is challenged by the Governing Body |
| Information about the accessibility plan is reported to parents annually | * Question about parent awareness of Managing Equality and Accessibility Plan in parent questionnaire (July 2019) | Annually  Every summer | Headteacher | * Parents are informed about the school’s accessibility arrangements * Parents are aware of the school’s approach to Managing Equality and Accessibility Plan |

**Policy Review Form**

Please complete this section when reviewing and updating this document.

*Author* **Name Date**

Annie Cafferty May 2019

*Reviews* **Name Review Period (Every 3 years)**

*Change Control* **Sections Amended Author Date**