



SHINEWATER PRIMARY SCHOOL

Accessibility Plan 2018-2021

This Accessibility Plan was drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an 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, tolerance and inclusion.
2. Shinewater Primary School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually. The Accessibility Plan will contain relevant actions to:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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.
 - Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
4. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
5. The School Prospectus will make reference to this Accessibility Plan.
6. The School's complaints procedure covers the Accessibility Plan.
7. The Plan will be monitored through the Curriculum and the Premises, Health and Safety Committees of the Governors.
8. The Plan will be monitored by Ofsted as part of their inspection cycle.
9. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Shinewater Primary School Accessibility Plan 2018 – 2021

Shinewater Primary School is proud to be an inclusive school. We are able to offer access to the full curriculum for children who have a physical disability.

We have easy access into the building, wide corridors, handrails, ramps and disabled toilet facilities with adaptations for specific pupils within the school.

As with any additional needs the school work closely with parents and appropriate outside agencies

At Shinewater we are committed to making our school accessible to people with disabilities, in three key areas:

- 1. Improving access to the physical environment**
- 2. Improving access to the curriculum through reasonable adjustments**
- 3. Improving access to information**

To help draw-up an accessibility plan, an audit of the accessibility of the building was carried out. This helped to identify and prioritise access issues around the physical environment. It also suggested strategies for achieving these targets that can be reflected in a revised accessibility plan and shared with the local authority.

Improving Access to the physical environment

	Targets	Actions	Timescale	Responsibility	Outcomes
Short term	To maintain in good order our existing high quality access and provision for disabled people	Maintain our gates, disabled ramps, doors, handrails and disabled toilet facilities in first class working order.	Ongoing	Site manager	Easy and safe access in and out of the school and provision within the school building for disabled people.
	Improve signage and external access for visually impaired people	Replace external light bulbs immediately when 'blown' Seek advice from the East Sussex Guidance or Sensory Needs Service on appropriate colours/styles for signs and replace temporary ones	Ongoing	Site manager	Visually impaired people feel safe in the grounds. Access around the site is easier for all.
	To ensure that people with hearing or visual impairments or other disabilities attending school performances in the hall are suitably seated. To enhance the sound at performances if possible.	Reserve suitable seating for people with hearing or visual impairments or other disabilities If the needs of staff or pupils change the school would immediately investigate installing a hearing induction loop in the hall	Ongoing	Class Teachers	People with visual or hearing impairments or other disabilities are able to enjoy school performances and access to the school easily.
	Ensure that all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plans for all children Develop a system to ensure all staff are aware of their responsibilities	June 2018	SENCO	All disabled children and staff working with them are safe and confident in the event of a fire.

Improving Access to the physical environment

	Targets	Actions	Timescale	Responsibility	Outcomes
Medium term	Paint a disabled person's parking bay	Allocate a space in the staff car park.	July 2018	Site manager	Accessible parking bay for disabled staff/visitors.
	Assess 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. Install a hearing loop for deaf people	Term 2 2018	Office staff	All disabled people able to access reception and enter independently.
	Ensure that all key stage 2 classrooms have ramp access.	Install ramps to Key stage 2 classroom base exit doors.	Term 2 2018	Site manager	All disabled pupils able to enter and exit safely.
Long term	To ensure that pupils with mobility difficulties do not need to use the rooms on the upper level with no lift access.	Should a pupil with mobility difficulties be admitted, re-organise classroom accommodation at the appropriate time so that it is located on the ground floor on a temporary basis.	If necessary	Head Teacher Governing Body	Any pupil with mobility difficulties is not disadvantaged through difficulties with classroom access.

Improving Access to the curriculum

	Targets	Actions	Timescale	Responsibility	Outcomes
Short term	Increase confidence of staff in differentiating the curriculum	Undertake audit of staff training needs on curriculum access Organise training –review of dyslexia, differentiation, alternative recording	October 2018	SENCO	Raised confidence of staff in strategies for differentiation and increased pupil participation.
	Ensure TAs have access to specific training on disability issues	SENCO to undertake staff audit to identify TA training needs and inform Professional Development process TAs to access relevant CPD courses as needed	October 2018	SENCO	Training addressing variety of needs and difficulties led by SENCO or County (CLASS)
	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 Training sessions on use of SEN Software e.g. Communicate in Print	October 2018	SENCO	Wider use of SEN resources in mainstream classes
Medium term	Ensure all school trips and residential visits are accessible to all	Risk Assessments completed.	Ongoing reviews of every trip	Class teacher Head Teacher	All children in school able to access all school trips and take part in range of activities. EXEANT online risk assessment used for all trips offsite
	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 – (Jigsaw curriculum resources)	October 2018	Head Teacher/Subject leaders	Gradual introduction of disability issues into all curriculum areas.

Improving Access to the curriculum

	Targets	Actions	Timescale	Responsibility	Outcomes
Long term	Ensure all children including those with additional needs, participate equally in after school and lunch time activities	Survey participation in clubs at lunch and after school by all children	December 2018	Office Admin to keep register of attendance to identify if vulnerable groups are accessing clubs.	All children confident and able to participate equally in out of school activities.

Improving Access to information

	Targets	Actions	Timescale	Responsibility	Outcomes
Short term	Review information to parents/carers to ensure it is accessible	Ask parents/carers about access needs when child is admitted to school Produce newsletter in alternative formats e.g. large print, Braille/ alternative language, as needed. Review all letters to go home to check for plain English.	Term 1 2018	Office staff Head teacher	All parents getting information in format that they can access e.g. large print, Braille.
	Ensure information is available for parents	Support all parents as well as those with additional needs to access available support Establish a parent's information board on SEN / disability issues	Term 1 2018	SENCO Office staff	Scan in leaflets onto school website under the Community Information Heading so information can be accessed in private as needed e.g. domestic violence support information, ASD support
Medium term	Ensure school prospectus and website is accessible to all	Redesign website and brochure in Plain English etc. and ensure it explicitly welcomes disabled children and those with SEN	December 2018	Head Teacher SENCO	Parents/carers feel confident regarding the information they have about the school.
Long term	Produce accessible leaflet and increase support for parents of disabled children	Work with parents of disabled children to produce an accessible SEN leaflet for the school.	July 2019	SENCO	Increased confidence of parents of disabled children and those with SEN to support their children's education.
	Review all signs in school to include Makaton Symbols	Gradually replace written signs including symbols Put symbols onto displays to enhance text	July 2019	SENCO	Everyone can understand signage and find way around school.