



WEST ST LEONARDS PRIMARY ACADEMY

Accessibility Plan 2017.2018

To draw-up this accessibility plan we have:

1. Carried out an audit of the accessibility of the building.
 - The building was designed and officially opened in 1997 with full disabled access for pupils in our facility for SEND children to be able to use all areas of the building.
 - There are level thresholds at all doorways, wider doors and corridors.
 - There is a lift so that the ground and first floor are easily accessible
 - Outside areas have been landscaped to allow easy movement for children and adults with no steps on the site
 - Vehicle and disabled access is supported with drop off zones, drop kerb and disabled parking

2. Planned to further develop staff awareness and understanding of disability discrimination, access issues and the promotion of disability equality.
 - Training already takes place for key staff to support daily care and mobility of pupils
 - Personal evacuation plans and emergency egress have been reviewed with the East Sussex Fire Officer January 2015
 - Updated training has been identified see this plan

3. Made the community aware of the access needs of disabled children, staff and parents/carers.
 - Letters and communication to parents and carers regularly to advise re access and disability
 - Publish this plan on our website

Improving access to the physical environment

	Targets	Actions	Timescale	Responsibility	Outcomes
Short term	1. School is aware of the access needs of disabled children.	a) Review access arrangements annually and for all new pupils on entry to the Academy.	April 2015	Inclusion Lead	Parents and carers informed of access into and out of the building. Plan/risk assessments in place for all children who have mobility/access arrangements as required. Completed – ongoing.
	2. School staff are better aware of access issues.	b) maintain all door entry thresholds and repair if needed.	Ongoing but all to be reviewed by April 2017.	Site manager	
		a) Provide information and training on disability equality for all staff.	By July 2017	Inclusion Lead	Raised confidence of staff and governors in commitment to meet access needs.
	3. All building work has considered East Sussex Accessibility guidance.	a) Site manager and Business manager to alert all contractors to accessibility needs and this plan.	Continuous for all works.	Principal /governing body/Business Manager and caretaker	On-going improvements in access to all areas when undertaking routine and maintenance works.
	4. Improve external mobility when low light conditions/dark.	a) Replace external light bulbs immediately when 'blown' b) Seek advice from the HAT facilities manager.	Ongoing	Site manager Principal	Visually impaired people feel safe in the grounds. On going replacement of lights being completed 2016.2017

	5. Review the library to make all shelves accessible to all children	<p>a) Reduce height of shelves</p> <p>b) Alter layout to make area wheelchair accessible</p>	<p>July 2016</p> <p>July 2017</p>	<p>Site manager Inclusion Leader</p>	<p>All children have independent access to <u>all</u> books. Completed by February 2018</p>
	6. Ensure that all disabled pupils can be safely evacuated	<p>a) Personal Emergency Evacuation Plans for all children to be reviewed annually</p> <p>b) remind staff of system to ensure all staff are aware of their responsibilities</p> <p>c) Use evac chair and train staff to use it.</p>	<p>Annually</p> <p>January 2017</p>	<p>Inclusion Lead</p> <p>Site manager Business manager and Inclusion leader.</p>	<p>All disabled children and staff working with them are safe and confident in event of fire.</p> <p>EVAC chair in place and training provided (Jan 2016) Practice each INSET - Ongoing.</p>
Medium term	7. Audit building for additional works to support accessibility	<p>a) Complete audit and create further actions as needed</p> <p>b) Update plan</p> <p>c) Cost and implement works as required.</p>	September 2018	<p>Site Manager Business manager Inclusion Leader</p>	<p>Building continues to be accessible and all needs met. Visual audit completed for a pupil January 2016</p>

Improving access to the curriculum

	Targets	Actions	Timescale	Responsibilities	Outcomes
Short Term	1. Increase confidence of staff in differentiating the curriculum	a) review planning and teaching and provide coaching and support as needed. b)	As needed and as part of induction for new staff.	Inclusion Manager Annually Term 1 2017 onwards	Raised confidence of staff in strategies for differentiation and increased pupil participation.
	2. Ensure TAs have access to specific training on disability issues.	a) Use a staff audit to identify TA training needs and inform Professional Development process b) Annually	September 2018 From September 2017	Inclusion Manager July 2017	Raised confidence of TAs as above.
	3. Ensure all staff are aware of disabled children's curriculum access	a) Refine and check the system of individual naming of disabled children when needed in pm activities	ONgoing	Inclusion Manager	All staff aware of individual pupils' access needs. Ongoing issue completed September annually
	4. Ensure all staff are aware of, and able to use, SEN software and resources	a) Audit all SEN ICT and other resources and make list available to all staff b) Run individual training sessions on use of SEN Software e.g. Clicker etc.	Annual support	Inclusion Manager	Wider use of SEN resources in mainstream classes.

	Targets	Strategies	Timescale	Responsibilities	Success criteria
Medium Term	1. Ensure all school trips and residential are accessible to all Checklist for teachers	a) Develop guidance for staff on making trips accessible b) Ensure all teachers use checklist	Ongoing	Inclusion Leader	All children in school able to access all school trips and take part in range of activities.
	2 Review PE Curriculum to make PE accessible to all Staff training	a) Use information in accessible PE and Disability Sports b) Review PE curriculum to include disability sports	By July 2017 By Sept 2018	PE Coordinator "	All children able to access PE and disabled children more able to excel in sports.
Long Term	1. Develop consistent approach to differentiation and alternative recording in school On going	a) Devise and consult on model school policy with good practice guidance	By July 2017 "	Inclusion Manager	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	a) Survey participation in clubs at lunch and after school by disabled children b) Organise additional activities for disabled pupils	By Sept 2019 "	PE Leader "	Disabled children confident and able to participate equally in out of school activities.
	3. Ensure all staff have undertaken disability equality training	a) Set up Inset training for all staff on disability equality, explore support from Special Schools. b) Ensure new staff access similar CPD courses	July 2019	Inclusion Leader "	All staff work from a disability equality perspective.

	4. Develop links with local special school to improve understanding of curriculum	a) Organise opportunities for some key staff to observe their curriculum area at Local Special School b) Establish link meetings for curriculum coordinators	From Sept 2019 "	Inclusion Manager	Increased confidence of staff in developing their curriculum area accessibly.
	5. Review all curriculum areas to include disability issues	a) Include specific reference to disability equality in all curriculum reviews b) Develop PSHE and Citizenship curriculum to address disability equality issues c) Assemble resource box of disability equality for staff	From Sept 2018 By Sept 2018 By March 2019	Headteacher/Subject leaders PSHE and Citizenship Co-ordinator PSHE and Citizenship Co-ordinator	Gradual introduction of disability issues into assembly. Frequent and ongoing in place from September 2015.

Improving access to information

	Targets	Actions	Timescale	Responsibilities	Success criteria
Short Term	1. Review information to parents/carers to ensure it is accessible	a) Ask parents/carers about access needs when child is admitted to school b) Review all letters home to check reading age/Plain English. c) Produce newsletter in alternative formats e.g. large print, Braille as needed.	Annually from Sept 2016 On going As needed.	Principal Admin team "	All parents getting information in format that they can access e.g. large print, Braille.
	2. Ensure all staff are aware of guidance on accessible formats	a) Distribute East Sussex guidance on good practice in accessible formats and Editorial guidelines. b) Provide guidance to staff on dyslexia and accessible information	By Dec 2018	Inclusion Manager	Staff start to produce routine information to children in more accessible ways.
	3. Inclusive discussion of access to information in all annual reviews	a) Ask parents/carers and children about access to information and preferred formats in all reviews b) Develop strategies to meet needs	From Sept 2018 From April 2019	Inclusion Manager	Staff more aware of pupil's preferred methods of communication.

Medium Term					
	<p>1. Produce accessible leaflet and increase support for parents of disabled children.</p> <p>Leaflet from child's point of view - simplified language</p>	<p>a) Work with parents of disabled children to produce an accessible SEN leaflet for the school.</p> <p>c) Routinely distribute information from Supportive Parents</p>	<p>By Sept 2019</p> <p>By Dec 2016</p> <p>From Jan 2018</p>	<p>Inclusion Manager</p>	<p>Increased confidence of parents of disabled children and those with SEN to support their children's education.</p>
	<p>3. Review all signs in school to include Makaton Symbols</p>	<p>a) Gradually replace written signs including symbols</p> <p>b) Put symbols onto displays to enhance text</p>	<p>By Sept 2018</p>	<p>Inclusion Manager</p>	<p>Every one can understand signage and find way around school.</p>
	<p>3. Continue to use visual timetabling in all classes</p>	<p>a) Staff meeting to share good practice</p>	<p>On going</p>	<p>Inclusion Manager</p> <p>Staff meeting</p>	<p>All children clear about timetable and secure about what is happening.</p>

This plan will be reviewed by the Local Board annually and will be a working document for the Inclusion team and Principal to keep disability / accessibility regularly under review.