



Wallands Community Primary School

Accessibility Plan 2017– 2020

Adopted: 9/1/17
Review due: Jan 2020

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) Create access plans for individual disabled children as part of IEP process	Within 2 weeks of such a child joining the school	SENCO	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.	a) SENCO to ensure staff information folder is available on disability equality, on staff network. (staff>policies non-subject>disability>disability equality info)	Ongoing	Headteacher/governing body/SENCO	Raised confidence of staff and governors in commitment to meet access needs.
	3. All building work has considered East Sussex Accessibility guidance.	a) Share East Sussex accessibility toolkit with relevant personnel and contractors.	Ongoing	Headteacher/governing body	On-going improvements in access to all areas when undertaking routine and maintenance works.
	4. Improve access to the school/reception area	a) Improve signs to give direction for wheelchair access to the school. b) Refresh marking of disabled parking spaces		Premises Officer	Disabled parents/carers visitors feel more welcome.
	5. Improve signage and external access for visually impaired people	a) Replace external light bulbs immediately when 'blown' b) Ensure white stripes on edge of all external steps repainted regularly	Ongoing	Premises officer	Visually impaired people feel safe in the grounds.

					Access around the site easier for all.
	6. Ensure that all disabled pupils can be safely evacuated	a) Put in place Personal Emergency Evacuation Plans for all disabled children.	In place as necessary	SENCO	All disabled children and staff working with them are safe and confident in event of fire.
Medium Term	1. Improve accessibility of outdoor learning when redesigning outside space.	a) Consider needs when planning developments	In line with development	Groundforce Team	Layout optimises teaching and learning opportunities for all.
	2. Ensure all common facilities accessible to disabled children	a) Consider disabled access when developing ICT resources –Ipads?		Headteacher	Equal access to ICT provision for all.

Improving access to the curriculum

	Targets	Actions	Timescale	Responsibilities	Outcomes
Short Term	1. Increase confidence of staff in differentiating the curriculum	a) Keep aware of staff training needs on curriculum access.	Ongoing	SENCO	Raised confidence of staff in strategies for differentiation and increased pupil participation. (delivered via whole school training: dyslexia, dyscalculia, Sp and Lang)
	2. Ensure TAs have access to specific training on relevant disability issues	a) Identify TA training needs and inform Professional Development process b) As relevant	Ongoing	SENCO/Deputy Head	Raised confidence of TAs as above.
	3. Ensure all staff are aware of disabled children's curriculum access	a) Set up system of individual access plans for disabled children. (Additional Need Plans) b) Set up system for information to be shared with appropriate staff	Ongoing as needed	SENCO	All staff aware of individual pupils' access needs.
	4. Ensure all staff are aware of, and able to use, SEN software and resources	a) Continue to run training sessions on use of SEN Software e.g. Communication in Print	Ongoing	SENCO	Wider use of SEN resources in mainstream classes. e.g. Communicate in Print Lexia Booster Phonics MyMaths Reading rulers

	Targets	Strategies	Timescale	Responsibilities	Success criteria
Medium Term	1. Review PE Curriculum to make PE accessible to all	a) Gather information in accessible PE and Disability Sports b) Continue to invite disabled sports people in for particular sessions c) Review PE curriculum to include disability sports	As needed	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	a) Devise and consult on model school policy with good practice guidance as needed	As needed	SENCO SENCO	All staff confident and consistent in range of differentiation strategies and use of alternative recording. E.g. mind maps, talking tins etc
	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 pupils as needed	As needed	SENCO/Extended Schools Co-ordinator Lead MDSA Play Leaders	Disabled children confident and able to participate equally in out of school activities.

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	Via admission form	Headteacher/class teachers	All parents getting information in format that they can access e.g. computer
	2. 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 on IEPs to meet needs	Ongoing	SENCO	Staff more aware of pupil's preferred methods of communication.
	1. Regular review of access issues	Agenda item for SPCW	Ongoing	Headteacher	Targets on Accessibility Plan addressed/reviewed
Medium Term	2. SEN information report displayed on website provides information and support for parents of disabled children. East Sussex Local Offer also provides information.	a) Work with parents of disabled children to produce an accessible SEN leaflet for the school.	As needed	SENCO	Increased confidence of parents of disabled children and those with SEN to support their children's education.