

## School Accessibility Plan 2017 - 2018

To help draw-up an accessibility plan it will be helpful to carry out:

1. An audit of the accessibility of the building.

This will help identify and prioritise access issues around the physical environment. It will also suggest strategies for achieving these targets that can be reflected in a revised accessibility plan and shared with the local authority.

Support in carrying out an audit is also available from the Index for Inclusion (CSIE) [www.inclusion.org.uk](http://www.inclusion.org.uk) or Inclusion Quality Mark [www.publicsectormatters.com](http://www.publicsectormatters.com)

2. Develop staff awareness and understanding of disability discrimination, access issues and the promotion of disability equality.

Support, advice and training on these issues can be sought from a number of services within the local authority and voluntary and community groups, including the School Improvement Service, Equalities officers, Special Educational Needs Team, Psychology and Learning team, Kent Disability Association and the DARE foundation (Disability and Rehabilitation Education).

3. The school is aware of the access needs of disabled children, staff and parents/carers.

The school begins by ensuring the information needs of existing pupils with additional needs are being met. It then goes on to consider what it would need to respond to the needs of future disabled pupils. It also remembers to consider the access needs of staff and parents/carers.

It will be useful to undertake a confidential survey of staff and governors to identify access needs and make sure they are met in meetings etc. Also, to include questions in the pupil information questionnaire about parents/carers access needs and ensure every effort is made to meet them at all events.

Improving access to the physical environment.

Targets	Actions	Time scale	Responsibility	Outcomes
1. School is aware of the access needs of disabled children.	Create access plans for individual disabled children as part of EHC process as any disabled children are admitted to the school.	Ongoing as pupils are admitted	SENCo	Individual plans in place for all disabled pupils and all staff aware of pupils needs.
2. School staff are aware of access issues.	Provide information and training on disability equality for all staff. Use staff meeting or inset to disseminate and review information	Ongoing as required	HT/ SENCo	Raised confidence of staff in commitment to meet access needs.
3. All building work has considered accessibility guidance.	Share accessibility plan with relevant personnel to ensure any works maintain or improve accessibility	Ongoing	HT / Office manager	Ongoing improvement in access to all areas where feasible when undertaking routine and maintenance works.
4. Ensure disabled pupils and pupils with additional needs can be safely evacuated	Put in place Personal Emergency Evacuation Plans for all children identified as needing it.  Develop a system to ensure all staff are aware of their responsibilities under the PEEPs	Ongoing	SENCo  HT	All identified children and staff working with them are safe and confident in the event of a fire.
5. A place is available for SEN Meetings and collation of SEN resources	Create a room dedicated to SEN/ Meeting room for SEN communication	Oct 17	HT	A room will be sourced and made available for SEN resources/ provision

Improving access to the curriculum				
Targets	Actions	Time scale	Responsibility	Outcomes
1. Maintain and improve knowledge of staff in differentiating the curriculum	Undertake audit of staff training needs on curriculum access.	July 17	SENCo	Raised confidence of staff in strategies for differentiation and increased pupil participation
2. Ensure Teaching Assistants have access to specific training for disability issues.	Assign staff meeting time to training identified i.e. dyslexia, mobility, hearing etc.	July 17	SENCo	Raised confidence of TAs as above.
	Use staff audit to identify training needs and inform CPD  TAs to access relevant training courses where appropriate.	Ongoing		Children benefit from equal access to all areas of the curriculum
3. Ensure all staff are aware of disabled children's curriculum needs.	Update system of individual access plans for disabled children. Share information with appropriate staff.	As required if and when such pupils come on roll	SENCo	All staff aware of individual pupils' access needs.
4. Ensure all staff are aware of, and able to use, SEN software and resources.	Audit all SEN ICT and other resources and make a list available to staff; Run training sessions for use of SEN ICT resources.	Sept 17	SENCo	Wider targeted use of SEN resources in class.
Ensure all school trips and residential are accessible for all	Develop guidance for staff about how to make trips accessible	As and when required	HT	All children in school able to take part in activities
Review PE Curriculum to make PE accessible to all	Gather information for making PE accessible and disability sports		PE Coordinator	All children able to access PE and excel in sport

Improving access to information				
Targets	Actions	Time scale	Responsibility	Outcomes
1. Review information to parents/ carers to ensure it is accessible	Ask parents / Carers about access needs when child is admitted to school Review means of communication with parents and adjust accordingly	On admission  By Dec 17	HT  HT/ Office manager	All parents getting information in format that they can access.
2. Ensure all staff are aware of guidance on accessibility formats	Provide guidance to staff on dyslexia and accessible information types	Sep 17	SENCo	Staff produce routine information for children in accessible ways.