

Chiddingly Primary School

Accessibility Plan

(2018 - 2022)

Evaluated- Feb 2019

Improving the physical environment				
Targets	Actions	Timescale	Responsibility	Review
<p>All building and re-decoration work takes account of East Sussex Accessibility guidance.</p> <p>On-going improvements in access to all areas when undertaking routine and maintenance works.</p>	<p>a) Share East Sussex accessibility toolkit with relevant personnel and contractors.</p> <p>b) Regular termly meeting for HT and PM</p>	<p>See annual improvement plan for the building and grounds.</p>	<p>Head teacher/Governing body/Premises Manager (PM)</p>	<p>See evaluated improvement plan against capital and grant spending.</p>
Any recent actions identified or taken:				
<p>To ensure that the school and grounds have appropriate access for pupils, parents and the wider community.</p> <p>Disabled bay in the Chiddingly School car park with access through the playground. The gate is locked for safeguarding reasons so the office needs to be called to allow entry.</p> <p>Disabled toilet in the annex building accessible by a ramp.</p> <p>Awareness of positioning of furniture in areas of limited space.</p>	<p>Head, IM, SM and Inclusion Governor complete a walk through school to review disabled access to the building and grounds and identify any (further) actions needed.</p> <p>Access to the field/ hard standing.</p> <p>School to make parents and carers aware of easy/easier access parking at the school</p>	<p>Term 1 each year</p>	<p>Head, IM, SM, PM and Governor.</p>	<p>Displayed bay in place in the car park and being used appropriately.</p> <p>Furniture carefully place to allow disabled access.</p>
<p>Ensure that disabled pupils can be safely evacuated.</p> <ul style="list-style-type: none"> Any disabled children and staff working with them will feel safe 	<p>All staff to be aware of their roles and responsibilities for Personal Emergency Evacuation Plans for disabled children should the need arise.</p> <p>Monitored as part of Fire Risk Assessment</p>	<p>Review annually as part of Fire Risk Assessment</p>	<p>Head/SM/ Governing body</p>	<p>In the event that any child with mobility issues starts at the</p>

<p>and confident in event of fire following regular fire-drills and evacuation procedures and responsibilities.</p> <ul style="list-style-type: none"> • Ensure all fire escape routes are suitable for all. • Fire evacuation- pupil deemed at risk of not being to evacuate safely on their own will have a personal emergency evacuation plan. 				<p>school, we will carry out an audit/assessment beforehand to ensure that appropriate fire escape routes are in place, Summer 2018</p>
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Improving access to the curriculum

Targets	Actions	Timescale	Responsibilities	Outcomes
<p>All teachers and teaching assistants have the necessary training to identify, teach and support disabled and vulnerable pupils.</p> <p>Raised confidence of staff in strategies for differentiation and increased pupil participation.</p> <p>School will ensure that staff have the appropriate training to meet the individual needs of children with disability as appropriate.</p>	<p>a) Undertake audit of staff training needs on curriculum access.</p> <p>b) All staff attend appropriate training - (INSET, staff meetings and TA meetings, other training) to meet identified needs e.g. dyslexia, differentiation, outreach provision from external agencies</p> <p>Epi-pen. Ana-pen training, Asthma Inhaler training, ASD training.</p>	<p>From Autumn 2018</p>	<p>Head/Head of School</p> <p>First Aid Co-ordinator</p>	<p>Staff have the appropriate training to meet the individual needs of children with disability as appropriate. See training records in school office.</p>
<p>All staff are aware of curriculum access issues.</p> <p>Class teachers' planning shows awareness of the needs of all children and promotes independence.</p> <p>Classrooms are optimally organised to promote the participation and independence of all pupils, including use</p>	<p>Class provision maps and APDOR plans are in place</p> <p>TA/T/IM surgeries x 1 per term to discuss needs of individual children.</p> <p>Inclusion feedback is used as part of all observations.</p>	<p>From T1 18</p>	<p>Head, Head of School, IM</p>	<p>All actions in place -see monitoring records and Local Authority inclusion monitoring Visit report Feb 2019.</p>

of CiP and visuals to identify resources (labels etc) across the school.				
Ensure all staff are aware of, and able to use, SEN software and resources. Curriculum access improved for all children.	<p>a) ICT lead teacher to audit all SEN ICT and other resources and make list available to all staff</p> <p>b) IM to organise a refresher training session with TAs on use of Communicate in Print</p> <p>c) CTs to ensure Dyslexia friendly backgrounds on smartboards</p>	Review needs Sept 2018	<p>ICT lead</p> <p>IM</p> <p>CTs</p>	All actions in place -see monitoring records and Local Authority inclusion monitoring Visit report Feb 2019.
<p>Review TA deployment to ensure that adult support is available as appropriate during key times such as lunchtime, PE lesson in order for pupils to participate.</p> <p>All adults working with children are informed of the needs.</p> <p>Pupil Passports for all pupils with SEND are attached to the Inclusion Clipboard in each class. All teaching staff (including temporary staff) to be requested to read as part of induction.</p>	<p>Review provision to ensure TAs are available to support pupils as required.</p> <p>CTs ensure that all relevant information is communicated to all adults working with children.</p>	Regularly as part of Pupil Progress Meetings	Head, Head of School, IM	All actions in place -see monitoring records and Local Authority inclusion monitoring Visit report Feb 2019.
<p>Ensure all extra curricular activities - school trips and residential visits are accessible to all.</p> <p>All out of school activities to be conducted in an inclusive environment with providers that comply with all current and future legislative requirements.</p> <p>All children in school are able to access all school trips and take part in a range of activities with all reasonable adjustments.</p>	<p>Review all out of school provision to ensure compliance with legislation</p> <p>a) Develop guidance for staff on making trips accessible</p> <p>b) Centres chosen which include provision for disabled pupils as appropriate</p> <p>c) Review educational visits policy and ensure that risk assessments comply with latest advice.</p>	<p>Ongoing</p> <p>As appropriate</p>	<p>Head/Governors-monitoring termly</p> <p>Educational Visits Coordinator</p>	See copies of risk assessments. (Evaluated by H/S School Governor as part of monitoring visits and EVC signing off)
Ensure all children participate equally	Survey participation in clubs at lunch and	Spring 2019	Head/IM	

<p>in after school and lunchtime activities. All children confident and able to participate equally in out of school activities.</p>	<p>after school. Lists of children participating in clubs to the IM termly Allocate PPG & SP funding as appropriate to support vulnerable pupils and ensure accessibility for clubs for all.</p>		<p>Club leaders</p>	
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Improving access to information

Targets	Actions	Timescale	Responsibilities	Success criteria
<p>Availability of written materials in different forms (larger or alternative formats). Delivery of information to all pupils, staff and parents improved.</p> <p>Pastel papers in all classrooms for children to use if they choose to.</p>	<p>The school will make itself aware of the services available through the LA for converting written information into alternative formats.</p> <p>Parents of children with English as an Additional Language to be aware of the support available through EALS (including possibility of bilingual support officers)</p>	<p>From September 2018</p>	<p>Head / SLT</p>	<p>. Actions all in place.</p>
<p>Make available the school prospectus, school newsletters and other information for parents in alternative formats.</p> <p>Delivery of school information improved.</p> <p>School information published on school website and Parentmail updated regularly.</p>	<p>Review all current school publications and promote their availability in different formats as required.</p> <p>School office staff and FPTA will support and help parents to access information and complete forms with them.</p>	<p>Investigation in formats from September 2019- to be used across the Pioneer Federation.</p>	<p>Head / SLT</p>	<p>The information on parentmail and website is updated weekly- see website.</p>
<p>Survey parents/carers about the quality of school/home communication.</p> <p>Parental information is surveyed and action taken appropriately.</p>	<p>Send out survey to parents about the quality of communication.</p> <p>These surveys take place 3 times a year.</p>	<p>Spring 2019</p>	<p>Head/SLT</p>	<p>The majority of parents feedback that the communication is very good. July 2018. VL- to provide analysis of the survey from March 2019.</p>

