

To draw-up this accessibility plan we have:

1. Reviewed the accessibility of the building.
 - The main building is over 100 years old with a purpose built Early Year's extension added 5 years ago. The building is on one level but there are steps from some classrooms to the playground and in the grounds.
 - Disabled access for pupils is supported by all rooms being at ground floor level.
 - There are a variety of door thresholds from the outside and some are raised due to flooding issues on the site from the underground stream.
 - Outside areas have been landscaped and are maintained to allow easy movement for children but there are steps in the garden.
 - All access to the site for children and adults with disabilities is through the gate from the pavement, there is no parking or vehicle entrance.

2. Planned to further develop staff awareness and understanding of disability discrimination, access issues and the promotion of disability equality.
 - Training we need for all staff of disability awareness.
 - Evacuation plans and emergency egress have been reviewed by leadership team
 - Updates for training has been identified - see this plan

3. Plan to make the community aware of the access needs of disabled children, staff and parents/carers.
 - Letters and communication will be sent 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. The academy is aware of the access needs of disabled children.	a) Review access arrangements annually and for all new pupils on entry to the Academy. b) Maintain all door entry thresholds and repair if needed. Add ramps as needed.	September 2019 Ongoing but all to be reviewed by April 2019.	Inclusion Lead Caretaker	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. As needed and ongoing.
	2. Academy staff are better aware of access issues.	a) Provide information and training on disability equality for all staff and Governors	By July 2019	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.	Ongoing.	Principal/Local 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 UOBAT estates manager.	Ongoing	Caretaker Principal	Visually impaired people feel safe in the grounds.

	5. Review the library to make all shelves accessible to all children	a) Reduce height of shelves as needed.	Annually	Caretaker Inclusion Leader and English Leads.	All children have independent access to all books. Shelves have been altered – to be reviewed annually or when new furniture is purchased
	6. Ensure that any disabled pupils/adults can be safely evacuated	a) As needed put in place Personal Emergency Evacuation Plans for all children to be reviewed annually b) Remind staff of systems re evacuation to ensure all staff are aware of their responsibilities	Annually Annually	Inclusion Lead Caretaker Principal and Inclusion leader.	Any disabled children and staff working with them are safe and confident in event of fire.
Medium term	7. Audit building for additional works to support accessibility	a) Complete audit and create further actions as needed b) Update plan c) Cost and implement works as required.	September 2019	Caretaker, Business Manager, Inclusion Leader	Building continues to be accessible and all needs met.

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.	As needed and as part of induction for new staff.	Inclusion Leader By November 2019	Raised confidence of staff in strategies for differentiation and increased pupil participation. By July 2019
	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	May 2019	Inclusion Leader By May	Raised confidence of TAs as above.
	3. Ensure all staff are aware of any disabled children's curriculum access	a) Refine and check the system of individual naming of disabled children when needed in planning.	From January 2018	Inclusion Leader	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	By July 2019	Inclusion Leader	Wider use of SEN resources in all classes and pupils needs met to ensure good progress from starting points.

		sessions on use of SEN Software e.g. Clicker etc.	From September 2017		
	Targets	Strategies	Timescale	Responsibilities	Success criteria
Medium Term	1. Ensure all school trips are accessible to all Provide a checklist for teachers.	a) Develop guidance for staff on making trips accessible. Use the OEAPS guidance and EXEANT to plan and organise trips	From April 2018	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 as needed.	a) Gather information in accessible PE and Disability Sports b) Review the PE curriculum to include disability sports as needed.	From July 2018 From Sept 2018	PE Leader	All children able to access PE and any 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 June 2018	Inclusion Leader	All staff confident and consistent in range of differentiation strategies and use of alternative recording.
	2. Ensure any 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	From Sept 2018	PE Leader	Any 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.	June 2019	Inclusion Leader "	All staff work from a disability equality perspective.

	4. Review all curriculum areas to include disability issues	<p>a) Include specific reference to disability equality in all curriculum reviews</p> <p>b) Develop PSHE and Citizenship curriculum to address disability equality issues</p> <p>c) Assemble resource box of disability equality for staff.</p>	<p>From Sept 2017</p> <p>By May 2019</p> <p>By June 2019</p>	<p>Principal/Subject Leaders</p> <p>PSHE and Citizenship Co-ordinator</p> <p>PSHE and Citizenship Co-ordinator</p>	<p>Gradual introduction of disability issues into assembly. Frequent and ongoing in place from September 2017.</p>

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 From March 2016 As needed.	Principal	All parents getting information in format that they can access e.g. tape, 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	From Dec 2016	Inclusion Leader	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 2016 From April 2017	Inclusion Leader	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>b) Set up a parents' group for training and support</p> <p>c) Routinely distribute information from Supportive Parents</p>	<p>By April 2019</p> <p>From Dec 2016</p> <p>From Jan 2017</p>	<p>Inclusion Leader</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>Ongoing</p>	<p>Inclusion Leader</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>Ongoing</p>	<p>Inclusion Leader</p> <p>Staff meeting</p>	<p>All children clear about timetable and secure about what is happening.</p>
	<p>4. Establish Makaton with the school.</p>	<p>a) Invite a deaf teacher to introduce Deaf culture to assembly and run session for Year group or class. Ensure children learn at least three signed songs each term (primary)</p>	<p>April 2016</p> <p>Ongoing</p>	<p>Inclusion Leader</p> <p>Inclusion Leader</p>	<p>All children to learn about deaf culture Ensure children learn at least three signed songs.</p>

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