

Seaview Primary School



Accessibility Plan

Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Seaview Primary School the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the Headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

At Seaview Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. Through a flexible approach to learning, valuing all the child’s achievements, whilst allowing for individual differences, we hope to develop children’s strengths, address their needs and make school an enjoyable, happy and productive time for each child.

Our overall aim is to help all children reach their full potential in a caring and co-operative atmosphere where each child feels respected and valued.

At Seaview Primary School we strive to ensure that all children:

- have a broad and balanced curriculum, which is differentiated to enable children to:
 - understand the relevance and purpose of learning
 - experience levels of understanding and rates of progress which bring success and raise self esteem
- provide a secure and safe environment, where children can flourish and grow
- have equal access to resources, provision and intervention

Purpose of Plan

- This plan shows how Seaview Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.
- To improve and maintain access to the physical environment

Areas of planning responsibilities

Increasing access for disabled pupils to the school curriculum-this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.

Improving access to the physical environment of schools-this includes improvements to the physical environment of the school and physical aids to access education.

Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority and Diocese.

Making it happen

The planning process;

The Governing Body of Seaview Primary School has overall responsibility for the Accessibility Plan. This will be reported on in the summer term.

The Senior Management Team will review and revise the plan in light of any changes to the school pupil population or the needs of individuals.

The plan will be evaluated within whole school documents including:

- Whole school tracking systems
- SEN policy

Implementation:

See attached action plans

Getting hold of the school plan

The School Accessibility Plan will be published on the school website

The School Accessibility Plan will be available as a paper copy to which any child, parent or outside agency may have access.

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Short/Medium/Long Term Aim	Targets	Strategies	Timescale	Impact
Short	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	2018/2019	All policies clearly reflect inclusive practice and procedure
Short	Ongoing medical training for staff on key medical issues for current children eg. anaphylaxis, epilepsy, cystic fibrosis, diabetes	SENCo to contact school nurse for advice and training.	Ongoing – update for any new staff.	All disabled pupils will be safe and all staff will be fully equipped to deal with necessary emergencies.
Short	To liaise with Nursery/KS1 providers to review potential intake	To identify pupils who may need additional to or different form of provision	Annually	Procedures/equipment/ ideas set in place by September of each academic year.
Short	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	Clear collaborative working approach
Short	To deliver findings to the governing body.	Finance and premises and curriculum governor meetings	Annually and termly	Governors fully informed about SEN provision and progress
Medium	To introduce a buddy system to support those children with a disability	Buddies appointed and allocated to pupils that need a little extra support.	Annually	All children with a disability will feel fully supported within their school and classroom environment.

Medium	To ensure disabled parents have every opportunity to be involved.	<ul style="list-style-type: none"> • Utilise parking space to drop off and collect children. • Offer phone call to explain letters home • Adopt a more proactive approach to identifying the access requirement of disabled parents 	Ongoing	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
Medium	To review PE curriculum to ensure PE accessible to all	Review all out of school provision to ensure compliance with legislation	2018/2019	Activities conducted in an inclusive Environment with providers that comply with all current and future legislative requirements.
Long	To review and implement support plans to accurately reflect the needs of individuals and plans for interventions that are 'additional to and different' from those provided for other pupils. With an emphasis on their view being more detailed.	<p>Teacher and SENCO complete Termly</p> <ul style="list-style-type: none"> • Shared and discussed with parent • Interventions to be recorded • Review must be completed each term • Reviews must be detailed 	Termly	<p>Support plans will accurately map out the next steps in learning and outcomes will be judged against clear success criteria.</p> <p>Staff and parents fully aware of child's outcomes and next steps.</p>

Aim 2 To improve and maintain access to the physical environment

Short/Medium/Long Term Aim	Targets	Strategies	Timescale	Impact
Short	To improve the physical environment of the school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	Enabling needs to be met where possible.
Short	To ensure a visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Lively and inviting environment maintained.
Medium	To evaluate provision for those children that find social interaction times a challenge eg. Play and dinner times	Continue to offer luncheon club Increase indoor activities that are available through the introduction of Just Dance.	By 2018	Children will have a more varied choice of activities during lunch time. Children will give feedback which indicates that they feel happy and safe.
Medium	To use ICT software to support learning	Make sure software is installed where needed, including hall. Liaise with VI/HI on information with regard to the visually impaired and hearing impaired pupils.	By 2018	Wider use of SEN resources in classrooms

Long	<p>To ensure driveway, roads, paths around school are as safe as possible.</p> <p>To successfully support visitors and pedestrians with the installation a new car park barrier.</p>	<p>Communication with parents via safety messages/letters</p> <p>Y3 Road Safety Y5/6 Bikeability</p> <p>New barrier will be installed</p>	<p>Ongoing</p> <p>October 2018</p>	<p>Our children and parents will feel safe when walking on our school premises.</p> <p>Chances of a child being hurt by a vehicle are significantly decreased.</p>
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Aim 3: To improve the delivery of information to disabled pupils and parents.

Short/Medium/Long Term Aim	Targets	Strategies	Timescale	Impact
Medium	To make available school Prospectus newsletters, textbooks, timetables and other information for parents, carers and pupils in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it (e.g. larger text)	Ongoing	Parents, carers and pupils can access resources.
Long	To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none">• Investigate symbol software to support learners with reading difficulties.• Raising awareness of font size and page layouts will support pupils with visual impairments.• Auditing signage around the school to ensure that is accessible to all is a valuable exercise.	2018/2019	An inclusive environment for all.

Lexi Wilkinson
Deputy Headteacher

October 2018