



Every Child Matters

## Sedlescombe Church of England Primary School

### Accessibility Plan 2016-2019

#### Introduction

The overarching aim of this accessibility plan is to increase the extent to which all pupils at Sedlescombe Church of England Primary School can participate in our schools inclusive curriculum and all members of the school community can access facilities and wider provision.

#### Summary of Aims:

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of the education and associated services provided by the school
- To improve the delivery to disabled pupils of information which is already provided in writing to pupils who are not disabled

### Our Vision Statement

Every Child Matters  
Together we enjoy learning  
Together we achieve  
Together we succeed



Respect for Everyone and Everything

**Every Child Matters**  
**The Ethos of Our School**

**We are a fully inclusive school where every child matters.**

A Christian ethos is of paramount importance in our school, with the following key Christian principles permeating all that we do:

LOVE	FORGIVENESS	TOLERANCE
PATIENCE	RESPECT	HONESTY
GENEROSITY	AVOIDING TEMPTATION	KINDNESS
WORKING TOGETHER	SUPPORT	PRAYER

- A safe, secure, caring and happy environment is our aim, so that every child feels valued as well as encouraged to achieve his/her best, take risks and feel supported at all times.
- Governors and staff are dedicated to providing high-quality teaching and learning for every child.
- We have high expectations of our children and staff. We believe in ensuring children produce work of excellence by teaching self-motivation, as well as staff planning and delivering high quality learning that enables children to produce work of excellence.
- We encourage each child to develop positive attitudes towards school work, home learning and to become an independent learner.
- We believe strongly in good behaviour, respect and positive social-interaction amongst children, following the example of staff who are positive role models.
- We believe in awakening a love of learning in every child, developing this fully through exciting learning opportunities, a rich and creative curriculum, school trips, linked learning plus a wide variety of after-school clubs and enrichment opportunities for all children.
- Developing self-motivation in every child so that they will want to attain high standards for themselves is important.
- We believe that the aesthetic quality of our school environment is of great importance, and therefore make our surroundings artistic, interactive, exciting and stimulating.
- A positive home-school partnership is essential to us. Through this supportive relationship children can be well supported in school and at home, and reach their full potential.

## Every Child Matters

Staff are committed to:

- Providing a stimulating, welcoming and secure environment which the children respect and thrive in, both physically and emotionally
- Encouraging awareness of social and moral attitudes
- Celebrating the cultural diversity of the wider world
- Create a rich learning experience based on a well-resourced, creative curriculum which challenges individuals, enabling them to reach their full potential
- Recognising and celebrating children's achievements
- Enabling our children to grow in confidence and achieve personal success through a happy and creative learning experience

Sedlescombe Church of England Primary School is committed to the removal of all barriers for disabled pupils and providing full access to school life for all. This includes not only physical access to the building but also to the National Curriculum in all areas.

The plan will be formally reviewed every year in September but will be continually under review in particular when a reasonable adjustment is required for a child.

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### Sedlescombe Church of England Primary School Accessibility Plan 2016-2019

Aims	Lead Person	Success Criteria / Milestones	Funding	Completion
<b>Physical Environment</b>				
<p>To consider physical accessibility as part of any major works and as part of the cyclical redecoration programme.</p> <p>To regularly assess the accessibility to the school buildings and grounds for children with a range of disabilities.</p> <p>(Currently the school and grounds are accessible for all the children on roll.)</p>	<p>Headteacher Caretaker Governors</p> <p>PE Co ordinator</p> <p>Forest School Leader</p> <p>Inclusion Lead/ Class teachers</p>	<ul style="list-style-type: none"> <li>• Physical access audit completed annually in September and solutions identified.</li> <li>• Work needed will be kept under review and considered as the need arises for any new child. (Anticipatory work has been completed such as stair lifts and disabled toilet.)</li> <li>• Redecoration when planned will consider carpet in classrooms with curtains / blinds to improve acoustics and lighting.</li> <li>• Edges of windows / steps to be repainted annually with yellow paint to create contrast for the visually impaired.</li> <li>• Corridor areas are painted in light colours providing good contrast for signs/labels.</li> <li>• Door frames will be painted in a contrasting colour to define these areas.</li> <li>• Annually to review PE equipment to ensure any specialist equipment is considered as part of future purchases.</li> <li>• Annually review Forest School provision and tools to ensure it remains accessible to all children on roll.</li> <li>• Individual support plans are in place for children with individual needs. Children are supported with INAs when this is identified as needed within their provision.</li> <li>• Provisions are regularly reviewed by staff and outcomes monitored by <i>Governors</i>.</li> </ul>	<p>Building maintenance or capital expenditure</p> <p>TBC as need arises</p> <p>TBC as need arises</p> <p>SEN Funding</p>	<p>Ongoing as the need arises</p> <p>Ongoing</p> <p>Ongoing</p> <p>Plans reviewed three times a year</p>

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Aims	Lead Person	Success Criteria / Milestones	Funding	Completion
<b>Preparation for Entry into School</b>				
To improve access to the curriculum for children with a range of disabilities.	Class teacher EYFS Leader Inclusion Leader	<p><b>Reception Induction:</b></p> <ul style="list-style-type: none"> <li>• When a child has an additional need, nursery visits to be carried out to ensure that the class teacher has a full understanding of all the children's needs on entry and good handover from current setting of existing provision.</li> <li>• All children allocated a place are invited in to visit school to prepare them for entry to school: attend summer swimming sessions, worship once a week (led by the reception class teacher), come for a school lunch, visit the library to borrow a book, two morning visits (one with parents / carers and one without).</li> <li>• All children in reception are assigned a Year 6 buddy to support transition and to encourage all of our children to nurture and support each other.</li> <li>• Staggered entry to allow needs of all children to be met. (Summer born and those with additional needs first to ensure they are secure before all the cohort is in the classroom.)</li> <li>• On-entry assessments undertaken to inform planning and track progress.</li> </ul>	Supply cover	Summer term
			None	Summer term
			None	September
			Planning time	September
			Planning time	Term 1

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<b>Preparation for Entry into School</b>				
To improve access to the curriculum for children with a range of disabilities.	Thrive practitioners with class teachers	<b>Emotional well-being and support:</b> <ul style="list-style-type: none"> <li>• All children in the school to have a thrive assessment as part of the whole class screening process to ensure a good understanding of children' emotional needs.</li> <li>• Thrive work continues in school to demonstrate added value.</li> <li>• Headteacher to remain a Thrive trainer so she is up to date on current research and can disseminate best practice to the rest of the staff team.</li> <li>• Children with an identified need to have a block of time with the school counsellor.</li> <li>• Vulnerable children to have access to on site Forest Schools activities for a set period of time (six to eight weeks)</li> </ul>	Annual licence for Thrive	Three times a year in Terms 2, 4 and 6
	Head teacher		INSET time	Ongoing
	School Counsellor		£2000.00 per year	Ongoing
	Forest schools practitioner		None	Reviewed every six to eight weeks.
To improve access to the curriculum for children with a range of disabilities.	Headteacher	<b>Wider curriculum:</b> <ul style="list-style-type: none"> <li>• To ensure that all children have access to and are able to take part in a school club.</li> <li>• Offer a range of free clubs each term to ensure access for all.</li> <li>• To offer subsidised fee paying clubs to PP parents if required.</li> <li>• Audit of children attending clubs to be set up and monitored.</li> <li>• Risk assessments carried out to ensure that all children are able to access school trips.</li> </ul>	None	All actions are ongoing
	Headteacher		None	
	Pupil Premium Lead		£50 per term	
	Secretary		Time	
	Class teachers and EVC		Time	

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To improve access to the curriculum for children with a range of disabilities.	SENCo	<b>Special Educational Needs:</b> <ul style="list-style-type: none"> <li>• SENCo to attend nursery visits for children as identified with additional needs or a disability.</li> </ul>	None	Summer Terms
	SENCo	<ul style="list-style-type: none"> <li>• Evidence of liaison with appropriate agencies for guidance and support and to ensure full access to the curriculum.</li> </ul>	SEN Funding	Ongoing
	SENCo / class teachers	<ul style="list-style-type: none"> <li>• All staff aware of appropriate teaching and learning strategies for all pupils including those with disabilities.</li> </ul>	Staff INSET time	Ongoing
	SENCo	<ul style="list-style-type: none"> <li>• Classroom audit to ensure that is accessible and meets the needs of all learners e.g. autistic and dyslexic.</li> </ul>	None	Ongoing
	SENCo / Headteacher	<ul style="list-style-type: none"> <li>• Nurture class / Thrive provision set up for children with additional needs.</li> </ul>	£25,000 additional funding from LA	Academic Year 2016-2017
<b>School trips, clubs and activities</b>				
Access to extra-curricular activities to be enhanced and variety offered that is accessible to all	Class teachers / EVC	<ul style="list-style-type: none"> <li>• Thorough risk-assessments continue to be carried out prior to each trip to ensure needs of any disabled pupil or pupils with additional needs are fully met.</li> </ul>	None	Ongoing
<b>Communication / Information</b>				
To foster good relations between children who have a disability and those that do not.	Class teachers	<ul style="list-style-type: none"> <li>• Curriculum Map to provide opportunities to address disability prejudice and to raise understanding and awareness of disability issues.</li> </ul>	None	Ongoing
		<ul style="list-style-type: none"> <li>• Evidence of sourcing support from wider community to support awareness raising and improved links with the community.</li> </ul>	None	Ongoing

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Preparation for Pupils for the next phase of education				
<p>To ensure continuity of support for all pupils who move on from Sedlescombe Primary School</p> <p>To ensure effective communication with receiving schools to support all pupils.</p>	<p>Inclusion Lead / Headteacher / Year 6 teacher</p> <p>Inclusion Lead / class teacher</p>	<p><b>Transfer to Secondary Schools:</b></p> <ul style="list-style-type: none"> <li>• Invite SENCo from secondary school to review IEP / EHCP or School Based Plan with staff and parents/carers ahead of transition.</li> <li>• Liaise with secondary school to negotiate additional transition visits to support successful transition             <ul style="list-style-type: none"> <li>○ Claverham Vulnerable Pupils Day</li> <li>○ Robertsbridge Vulnerable Pupils programme of visits</li> </ul> </li> </ul> <p><b>Transition to Primary School/alternative Provision:</b></p> <ul style="list-style-type: none"> <li>• Inclusion Lead to review individual plan/school based plan ready for transition.</li> <li>• Inclusion Lead to make contact with receiving school to suggest a transition meeting.</li> <li>• Taster Day to be organised/suggested to parents to support successful transition.</li> </ul>	<p style="text-align: center;">None</p> <p style="text-align: center;">None</p>	<p style="text-align: center;">Summer Term</p> <p style="text-align: center;">Ongoing</p>