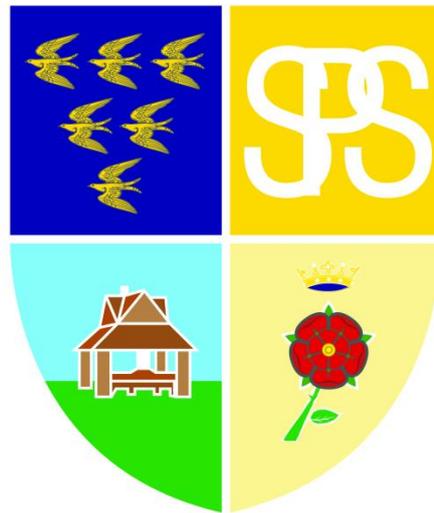




Sedlescombe Church of England Primary School



Accessibility Plan 2019-2022

Implemented	September 2019
Review Cycle	Three Years
Review Date	Academic Year 2022

Sedlescombe Church of England Primary School



Motto:

Learning, Loving and Growing Together with God

Values:

Aspiration	Honesty	Forgiveness
Courage	Thankfulness	Kindness

Vision:

**Our school is a family with God at its heart.
Christian values guide and inform all that we do.**

We aim to:

- Provide a welcoming, safe and nurturing environment where everyone is able to learn and grow as a unique individual.
- Encourage and support each other to be ambitious, resilient and independent lifelong learners.
- Develop enquiring minds and a love of learning.
- Value everyone and celebrate their beliefs, achievements, skills and contributions.
- Provide a curriculum that is creative, exciting, challenging and takes learning beyond the classroom.
- Reach the highest standards in achievement and attainment.
- Create a learning community where everyone is nurtured and challenged to develop academically, personally, morally and spiritually.
- Support each other to develop the skills, attitudes and values to grow into responsible members of our global community and God's world.

Learning, Loving and Growing Together with God

Accessibility Plan 2019-2022

INTRODUCTION

Sedlescombe Church of England Primary School is committed to providing an environment that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action to ensure a culture of inclusion, support and awareness within the school.

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 school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

CONTEXT

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive.

In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- To increase the extent to which disabled students can participate in the school's curriculum.
- To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school.
- To improve the delivery of information to disabled students, so information is as available as it is for students who are not disabled.

OBJECTIVES

Sedlescombe Church of England Primary School Accessibility Plans shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practical.

The objectives of this plan are:

- To ensure all disabled children are fully involved in school life and are making good progress
- To identifying barriers to participation and find practical solutions to overcoming these
- To work collaboratively with disabled children and their parents/carers to create appropriate provision, including robust EHCPs where appropriate
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled children
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students
- 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 increase the extent to which disabled pupils can participate in the school curriculum

DEFINITIONS

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.

Definition of Special Educational Needs (SEND Code of Practice September 2014) - A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

- a. has a significantly greater difficulty in learning than the majority of others of the same age, or
- b. has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include students with medical needs.

RESPONSIBILITIES

- All staff are responsible for identifying and removing barriers to learning for disabled pupils
- All leaders are responsible for improving accessibility within their area of responsibility
- The Governing Body is responsible for the approval of this plan
- The Headteacher is responsible for ensuring the resourcing, implementation and updating of this plan
- The Inclusion Leader is responsible for ensuring that all current students' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting disabled students' needs

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

REVIEW

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

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Education Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

RELATED POLICIES

- Equality Policy
- Equality Objectives
- Special Educational Needs Policy
- SEND Local Offer
- Behaviour for Learning Policy

Sedlescombe Church of England Primary School
Accessibility Plan 2019-2021

Aims	Lead Person	Success Criteria / Milestones	Funding	Completion
Physical Environment				
<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 Inclusion Lead/ Class teachers</p>	<ul style="list-style-type: none"> • Physical access audit completed annually in September and solutions identified. • 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.) • Redecoration when planned will consider carpet in classrooms with curtains / blinds to improve acoustics and lighting. • Edges of windows / steps to be repainted annually with yellow paint to create contrast for the visually impaired. • Corridor areas are painted in light colours providing good contrast for signs/labels. • Door frames will be painted in a contrasting colour to define these areas. • Annually to review PE equipment to ensure any specialist equipment is considered as part of future purchases. • Annually review Forest School provision and tools to ensure it remains accessible to all children on roll. • 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. • Provisions are regularly reviewed by staff and outcomes monitored by Governors. 	<p>Building maintenance or capital expenditure</p> <p>TBC as need arises</p> <p>Sports Grant Funding</p> <p>SEN Funding</p>	<p>Ongoing as the need arises</p> <p>Ongoing</p> <p>Ongoing</p> <p>Plans reviewed annually</p>

Aims	Lead Person	Success Criteria / Milestones	Funding	Completion
Preparation for Entry into School				
To improve access to the curriculum for children with a range of disabilities.	Class Teacher Infant Leader Inclusion Leader	Reception Induction: <ul style="list-style-type: none"> • 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. • 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). • 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. • 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.) • On-entry assessments (DfE Baseline Assessment) undertaken to inform planning and track progress. 	Supply cover None None Planning time Planning time	Summer term Summer term September September Term 1

Aims	Lead Person	Success Criteria / Milestones	Funding	Completion
Preparation for Entry into School				
To improve access to the curriculum for children with a range of disabilities.	<p>Thrive practitioners with class teachers</p> <p>Forest schools practitioner</p>	<p>Emotional well-being and support:</p> <ul style="list-style-type: none"> • 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. • Thrive work continues in school to demonstrate added value. • Mindfulness Movement sessions for years 2-6. Half an hour per week for terms 1 and 2. • Vulnerable children to have access to Forest School for a set period of time (six to eight weeks) 	<p>Annual licence for Thrive</p> <p>PE Funding</p> <p>None</p>	<p>Two times a year in Terms 2 and 6</p> <p>Ongoing</p> <p>Term 2</p> <p>Reviewed every six to eight weeks</p>
To improve access to the curriculum for children with a range of disabilities.	<p>Headteacher</p> <p>Headteacher</p> <p>Pupil Premium Lead</p> <p>Secretary</p> <p>Class teachers and EVC</p>	<p>Wider curriculum:</p> <ul style="list-style-type: none"> • To ensure that all children have access to and are able to take part in a school club. • Offer a range of free clubs each term to ensure access for all. • To offer subsidised fee paying clubs to PP parents if required. • Audit of children attending clubs to be set up and monitored. • Risk assessments carried out to ensure that all children are able to access school trips. 	<p>None</p> <p>None</p> <p>£50 per term</p> <p>Time</p> <p>Time</p>	<p>All actions are ongoing</p>

Aims	Lead Person	Success Criteria / Milestones	Funding	Completion
To improve access to the curriculum for children with a range of disabilities.	SENCo	Special Educational Needs: <ul style="list-style-type: none"> • SENCo to attend nursery visits for children as identified with additional needs or a disability. 	None	Summer Terms
	SENCo	<ul style="list-style-type: none"> • Evidence of liaison with appropriate agencies for guidance and support and to ensure full access to the curriculum. 	SEN Funding	Ongoing
	SENCo / class teachers	<ul style="list-style-type: none"> • All staff aware of appropriate teaching and learning strategies for all pupils including those with disabilities. 	Staff INSET time	Ongoing
	SENCo	<ul style="list-style-type: none"> • Classroom audit to ensure that is accessible and meets the needs of all learners e.g. autistic and dyslexic. 	None	Ongoing
School trips, clubs and activities				
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"> • 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. 	None	Ongoing
Communication / Information				
To foster good relations between children who have a disability and those that do not.	Class teachers	<ul style="list-style-type: none"> • Curriculum Map to provide opportunities to address disability prejudice and to raise understanding and awareness of disability issues. 	None	Ongoing
		<ul style="list-style-type: none"> • Evidence of sourcing support from wider community to support awareness raising and improved links with the community. 	None	Ongoing

