

## Wivelsfield School Accessibility Plan

### Improving access to the physical environment

	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Outcomes</b>
<b>Short term</b>	1. School is aware of the access needs of disabled children.	Create access plans for individual disabled children as part of EHCP process	As and when required	SENCO	Individual plans in place for all disabled pupils and all staff aware of pupils' access needs.
	2. Improve access to the reception area	Put up clear signs in the reception with symbols, welcome sign in different languages and formats	On sign condition/when budget allows	School Secretary/	parents/carers/visitors of different ethnicities feel welcome.
	3. Improve signage and external access for visually impaired people	Seek advice from the East Sussex Guidance or Sensory Needs Service on appropriate colours/styles for signs.	By September 2018	Office staff	Visually impaired people feel safe in the grounds. Access around the site easier for all.
	4. Ensure that all disabled pupils can be safely evacuated	a) Put in place Personal Emergency Evacuation Plans for all children b) Develop a system to ensure all staff are aware of their responsibilities	As and when appropriate	SENCO  Head teacher/governing body	All disabled children and staff working with them are safe and confident in event of fire

## Improving access to the curriculum

	Targets	Actions	Timescale	Responsibilities	Outcomes
<b>Short Term</b>	1. Ensure TAs have access to specific training on disability issues	a) Use staff performance management meetings to identify TA training needs and inform Professional Development process	Ongoing	SENCO	Raised confidence of TAs as above.
	2. Ensure all staff are aware of disabled children's curriculum access	a) Set up system of individual access plans for disabled children. b) Set up system for information to be shared with appropriate staff	As and when appropriate	SENCO	All staff aware of individual pupils' access needs.
<b>Medium Term</b>	1. Ensure all school trips are accessible to all	In risk assessments ensure needs of all children are met	Ongoing	EVC	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	Monitor differentiation for all pupils	Ongoing	PE Coordinator	All children able to access PE and disabled children more able to excel in sports.
	3. Review all curriculum areas to include disability issues	a) Develop PSHE and Citizenship curriculum to address disability equality issues b) Find opportunities to enrich pupils' understanding of disability issues in all curriculum areas c) Staff CPD to share best practice – staff meeting	September 2018	Head teacher /Subject leaders  PSHE and Citizenship Co-ordinator  PSHE and Head teacher	Gradual introduction of disability issues into all curriculum areas.

<b>Long Term</b>	1. Ensure 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 excluded pupils	As appropriate	KS1 lead	Disabled children confident and able to participate equally in out of school activities.
	2. Ensure all staff have undertaken disability equality training	a) Set up training for all staff on disability equality when appropriate b) Explore links with Special Schools. c) Ensure new staff access similar CPD courses	Ongoing as needed	CPD Co-ordinator	All staff work from a disability equality perspective.

### Improving access to information

	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success criteria</b>
<b>Short Term</b>	1. Review information to parents/carers to ensure it is accessible	a) Ensure parents/carers access needs are identified when child is admitted to school: office b) Produce newsletter in alternative formats e.g. large print, Braille: office	Annually  As and when appropriate	SBM	All parents getting information in format that they can access e.g. online, large print, Braille.
<b>Medium Term</b>	1. Establish British Sign Language with the school if required	a) Approach hearing impairment service for advice re sign language training b) Routinely offer BSL Interpreter to Deaf parents for all events	January 2019	SENCO	Children and staff know some basic BSL Signs and Deaf parents can be included in all school activity.
	2. Produce accessible leaflet and increase support for parents of disabled children	a) Work with parents of disabled children to produce an accessible leaflet for the school. b) Set up a parents' group for training and support	As required	SENCO  SENCO	Increased confidence of parents of disabled children and those with SEN to support their children's education.

