

WEST RISE JUNIOR SCHOOL

ACCESSIBILITY PLAN 2018

ReviewedNovember 2018.....

Next reviewNovember 2021.....

Improving access to the physical environment

	Targets	Actions	Timescale	Responsibility	Outcomes
Short term	1. School is aware of the access needs of disabled children.	a) Create access plans for individual disabled children as part of IEP process	Ongoing	SENCO	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.
	2. School staff are better aware of access issues.	a) Provide information and training on disability equality for all staff.		Headteacher/governing body	Raised confidence of staff and governors in commitment to meet access needs.
	3. All building work has considered East Sussex Accessibility guidance.	a) Share East Sussex accessibility toolkit with relevant personnel and contractors.		Headteacher/governing body	On-going improvements in access to all areas when undertaking routine and maintenance works.

	4. Improve access to the reception area	<p>a) Rearrange furniture so area is wheelchair accessible and put in waiting chairs for visitors</p> <p>b) Put up clear signs in the reception with symbols, welcome sign in different languages and formats</p>	<p>Completed new reception area 2014</p> <p>Completed</p>	<p>Caretaker</p> <p>School Secretary/ Headteacher</p>	<p>Disabled parents/carers visitors feel more welcome.</p>
	5. Improve signage and external access for visually impaired people	<p>a) Replace external light bulbs immediately when 'blown'</p> <p>b) Paint white stripes on edge of all external steps</p> <p>c) Seek advice from the East Sussex Guidance or Sensory Needs Service on appropriate colours/styles for signs and replace temporary ones</p>	<p>Current</p> <p>Not applicable</p> <p>Completed</p>	<p>Caretaker</p> <p>Caretaker</p> <p>Headteacher</p>	<p>Visually impaired people feel safe in the grounds.</p> <p>"</p> <p>Access around the site easier for all.</p>
	6. Redesign the library to make all shelves accessible to all children	<p>a) Reduce height of shelves</p> <p>b) Alter layout to make area wheelchair accessible</p>	<p>Not practical – lack of space</p> <p>New layout being considered</p>	<p>Literacy Consultant/ Caretaker</p> <p>"</p>	<p>All children have independent access to all books.</p>
	7. Repaint 5 classrooms in colours with suitable contrasting woodwork	<p>a) Seek advice from the East Sussex Guidance or Sensory Needs Service Get on appropriate colours</p> <p>b) When classes are painted under Routine and Maintenance, include contrasting colours</p>	<p>When redecorating is planned - ongoing</p>	<p>SENCO</p> <p>Caretaker/ Contractor</p>	<p>Colour schemes that support teaching, learning and behaviour. Classes accessible for visually impaired pupils.</p>
	8. Ensure that all	<p>a) Put in place Personal</p>	<p>Completed</p>	<p>SENCO</p>	<p>All disabled children and</p>

	disabled pupils can be safely evacuated	Emergency Evacuation Plans for all children b) Develop a system to ensure all staff are aware of their responsibilities	Training in hand	Headteacher/governing body	staff working with them are safe and confident in event of fire. "
Medium term	1.Paint a disabled person's parking bay with access to reception	a) Allocate a space b) Install a dropped kerb to enable access to the reception from car park	Completed Completed	Headteacher/governing body "	Accessible parking bay for disabled staff/visitors. Easy access from car park to reception for wheelchair users/people with pushchairs etc.
	3. Review and replace inadequate lighting in all areas	a) Seek advice on the lighting in all teaching areas from the Sensory Needs Service	Ongoing	SENCO	Lighting improved for visually impaired and hearing impaired children currently in school.
	4. Improve acoustics in the hall	a) Seek advice from the Sensory Needs Service b) Make alterations e.g. curtains, ceiling tiles and loop system	Completed To be considered when decorating hall	SENCO Headteacher	Hearing impaired children and adults better able to access activities in Hall.
Long term					
	2. Install an accessible toilet for pupils with an inbuilt hygiene area	"	Completed	Headteacher	Able to admit a wider range of pupils with impairments.

	3. Ensure all fire escape routes are suitable for all	<p>a) Request advice from Capital strategy Team or county Health and Safety Adviser on accessibility of exit routes and fire doors</p> <p>b) See 1a) above</p> <p>c) Install ramps to make level egress on all fire exits</p> <p>d) Alter the fire doors to make them accessible to disabled people</p>	<p>To seek advice from Fire Assessor</p> <p>Portable ramp for fire exits</p> <p>Seek advice from Fire Assessor</p>	<p>SENCO</p> <p>LA</p> <p>LA</p> <p>LA</p>	<p>All disabled staff, pupils and visitors able to have safe independent egress in emergency situations.</p> <p>"</p> <p>"</p> <p>"</p>
	Targets	Strategies	Timescale	Responsibility	Success criteria
	4. Redesign the reception security and entry system to make it more accessible and welcoming	<p>a) Carry out access audit on reception area and consult disabled people's organisations, e.g. ESDA.</p> <p>c) Install a hearing loop for deaf people</p> <p>d) Relocate and change the door entry system to make it accessible to hearing impaired, visually impaired and other disabled people</p>	<p>Completed</p> <p>Not required</p> <p>Adequate</p>	<p>Headteacher</p> <p>"</p> <p>"</p> <p>"</p>	<p>All disabled people able to access reception and enter independently.</p> <p>"</p> <p>"</p> <p>"</p>
	5. Ensure all common facilities accessible to disabled children		Dining hall/Library on ground floor	Headteacher	At least one classroom for each year and all common facilities are on

					the ground floor.
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Improving access to the curriculum

	Targets	Actions	Timescale	Responsibilities	Outcomes
Short Term	1. Increase confidence of staff in differentiating the curriculum	a) Undertake audit of staff training needs on curriculum access. b) Assign in service day to training identified e.g. dyslexia, differentiation, alternative recording	Ongoing Inset according to need	SENCO "	Raised confidence of staff in strategies for differentiation and increased pupil participation.
	2. Ensure TAs have access to specific training on disability issues	a) Use staff audit to identify TA training needs and inform Professional Development process b) TAs to access at least 6 relevant CPD courses each year	Ongoing Courses according to need	SENCO "	Raised confidence of TAs as above. "
	3. 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	Ongoing IEPs IEPs shared	SENCO "	All staff aware of individual pupils' access needs. "
	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 sessions on use of SEN Software e.g. predicted text, Widget	Ongoing lists As required	SENCO SENCO	Wider use of SEN resources in mainstream classes. "

	Targets	Strategies	Timescale	Responsibilities	Success criteria
Medium Term	1. Ensure all school trips and camp are accessible to all	a) Develop guidance for staff on making trips accessible b) Investigate new camp location that is accessible for next year	Reviewed for each trip	Headteacher	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	a) Gather information in accessible PE and Disability Sports b) Invite disabled sports people in for particular sessions c) Review PE curriculum to include disability sports	In hand OT working with wheelchair user Sports chair	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) Include specific reference to disability equality in all curriculum reviews b) Develop PSHE and Citizenship curriculum to address disability equality issues c) Assemble resource box of disability equality for staff room (primary) d) Have section on disability equality and curriculum access planning sheets	Ongoing as required In hand In hand To be considered	Headteacher/Subject leaders PSHE and Citizenship Co-ordinator PSHE and Citizenship Co-ordinator Headteacher/Subject leaders	Gradual introduction of disability issues into all curriculum areas.
Long Term	1. Develop consistent approach to differentiation and	a) Devise and consult on model school policy with good practice guidance	Completed "	SENCO	All staff confident and consistent in range of differentiation strategies and

	alternative recording in school	b) Organise 2 INSET sessions to share good practice		SENCO	use of alternative recording.
	2. 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	Completed When necessary	SENCO "	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	Completed	SENCO "	All staff work from a disability equality perspective.
	4. Develop links with local special school to improve understanding of curriculum	a) Organise opportunities for staff to observe their curriculum area at Local Special School b) Establish link meetings for curriculum coordinators	Ongoing "	SENCO SENCO	Increased confidence of staff in developing their curriculum area accessibly.
	5. Develop system for involving TA's in curriculum planning	a) Establish joint TA/ teacher planning opportunities b) Set up system for joint TA's/teacher evaluations	Ongoing	SENCO	Improved involvement of TA's in planning and evaluation of lessons.

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, refer to <i>East Sussex County Council has produced 'Editorial guidelines and house style'</i> c) Produce newsletter in alternative formats e.g. large print, Braille	Annually Ongoing Not required	Headteacher " "	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	As required Dyslexia friendly school	SENCO "	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 IEPs to meet needs	As required Ongoing	SENCO "	Staff more aware of pupil's preferred methods of communication.
Medium Term	1. Establish British Sign Language with the school	a) Invite a Deaf teacher to introduce Deaf culture to assembly and run session for Year group or class. b) Establish BSL after	Annually	PSHE Coordinator	All children knowing some basic BSL Signs and Deaf parents can be included in all school activity.

		school club for children parents/carers and staff c) Routinely offer BSL Interpreter to Deaf parents for all events	Not required	"	
		d) Ensure children learn at least 3 signed songs each term (primary)		Music Coordinator	
	2. Redesign school brochure to be accessible	a) Seek advice making information accessible for Bristol and District People First b) Redesign brochure in Plain English etc. and ensure it explicitly welcomes disabled children and those with SEN	As required	Headteacher "	Parents/carers feel confident in the information they have about the school.
	3. Produce accessible leaflet and increase support for parents of disabled children	a) Work with parents of disabled children to produce an accessible SEN leaflet for the school. b) Set up a parents' group for training and support c) Routinely distribute information from Supportive Parents d) Establish a parent's information board on SEN / disability issues	As required As required Ongoing As required	SENCO SENCO SENCO SENCO	Increased confidence of parents of disabled children and those with SEN to support their children's education.

Long Term	1.Children become more aware of their own learning styles and access needs	a) Include access to information in Circle Time b) Encourage pupils to express their access needs and explore learning styles	Ongoing Pupils feel confident in expressing their needs	All teachers "	Children able to articulate their access needs and understand their own learning styles.
	2. Review all signs in school to include Makaton Symbols	a) Gradually replace written signs including symbols b) Put symbols onto displays to enhance text	Not required at present	Headteacher	Every one can understand signage and find way around school.
	3. Develop visual timetabling in all classes	a) Staff meeting to share good practice b) Agree whole school approach	On going "	SENCO Staff meeting	All children clear about timetable and secure about what is happening.

Accessibility plans are often an added section to the School Improvement Plan. A clear process for monitoring and reviewing the action-plan should be identified.