

# Pevensey & Westham C.E. Primary School



## Accessibility Policy and Plan

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

1. We are committed to providing an accessible environment which values and includes all pupils, staff parents and visitors regardless of their education, physical, sensory, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion.
2. We plan, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the School.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually and will contain actions to:
  - a. Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
  - b. Increase access to the curriculum for pupils with disability, expanding and making reasonable adjustment to the curriculum as necessary to ensure that pupils with disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after –school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
  - c. Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. The information should be made available in various preferred formats within a reasonable time frame.
4. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of the plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period
5. The School prospectus will make reference to the Accessibility Plan
6. The School's complaints procedure covers the Accessibility Plan.
7. The Plan will be monitored by the Governing Body.
8. The Plan will be monitored by Ofsted as part of their inspection cycle
9. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

To draw-up an accessibility plan, the following is carried out:

1. An audit of the accessibility of the building.

This will help identify and prioritise access issues around the physical environment. It will also suggest strategies for achieving these targets that can be reflected in a revised accessibility plan and shared with the local authority.

2. Develop staff awareness and understanding of disability discrimination, access issues and the promotion of disability equality.

Support, advice and training on these issues will be sought from a number of services within the local authority and voluntary and community groups, including the School Improvement Service, Equalities officers, Special Educational Needs Team, Psychology and Learning team, East Sussex Disability Association and the DARE foundation (Disability and Rehabilitation Education).

3. The school is aware of the access needs of disabled children, staff and parents/carers.

The school begins by ensuring the information needs of existing disabled pupils are being met. It then goes on to consider what it would need to respond to the needs of future disabled pupils. It also considers the access needs of staff and parents/carers.

We will obtain information from staff and governors to identify access needs and make sure they are met in meetings. We will also include questions in the pupil information questionnaire about parents/carers access needs and ensure every effort is made to meet them at all events.

## Improving access to the physical environment

	<b>Targets</b>	<b>Actions</b>	<b>Responsibility</b>	<b>Outcomes</b>
	1. Improve access to the reception area	a) Put up clear signs in the reception with symbols, welcome sign in different languages and formats	School Secretary	Disabled parents/carers visitors feel more welcome.
	2. Review inadequate lighting in private external access roads	a) Seek advice on lighting the access road	Business Manager	Lighting improved for visually impaired and others.
	3. Improve signage and external access for visually impaired people	a) Seek advice from the East Sussex Guidance or Sensory Needs Service on appropriate colours/styles for signs and replace temporary ones	Business Manager	Visually impaired people feel safe in the grounds.  Access around the site easier for all.
	4. Classrooms and doors in colours with suitable contrasting woodwork	a) When classes are painted under Routine and Maintenance, include contrasting colours	Caretaker	Colour schemes that support teaching, learning and behaviour. Classes accessible for visually impaired pupils.

## Improving access to the curriculum

	<b>Targets</b>	<b>Actions</b>	<b>Responsibilities</b>	<b>Outcomes</b>
	1. Review all curriculum areas to include disability issues	a) Have section on disability equality and curriculum/trip access planning sheets	Subject leaders Trip leaders	Increase awareness of disability issues into all areas.
	2. Review PE Curriculum to make PE accessible to all	a) Review PE curriculum to include disability sports	PE Coordinator	Disabled children more able to excel in sports.

## Improving access to information

Targets	Actions	Responsibilities	Success criteria
1. Produce accessible leaflet to increase awareness of support for disabled	a) Produce an accessible leaflet for the school.	SENCO	Increased confidence of parents of disabled children and those with SEN to support their children's education.
2. Establish British Sign Language within the school	a) Ensure children learn at least 1 signed songs each term	Music Coordinator	Children learn