



SEAFORD PRIMARY SCHOOL
ACCESSIBILITY PLAN 2021- 2024



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 provision map/health care plan process.	As required, ongoing review as new children join the school or school becomes aware of change of needs	SENCO/support services	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 (Just Different).	Ongoing	SENCO/Headteacher	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.	As required.	Headteacher/governing body	On-going improvements in access to all areas when undertaking routine and maintenance works.
	4. Improve signage and external access for visually impaired people	a) Replace external light bulbs immediately when 'blown' b) Paint white stripes on edge of all external steps and ensure the markings for other locations remain in good condition c) Carry out an audit with the Sensory Needs Service to evaluate signage and external access for visually impaired people.	Completed as required No external steps Ongoing Engage with Sensory needs team if a child or parents with visual impairment joins the school	Premises manager	Visually impaired people feel safe in the grounds. Access around the site easier for all.

	5. Ensure that all disabled pupils can be safely evacuated	<p>a) Put in place Personal Emergency Evacuation Plans for children with disabilities</p> <p>b) Develop a system to ensure all staff are aware of their responsibilities (include PEEPS in SEN files and draw to staff attention during provision map meetings).</p>	<p>As needed</p> <p>As needed</p>	<p>SENCO/class teacher/ SENCo assistant</p> <p>SENCO/class teacher/ SENCo assistant</p>	All disabled children and staff working with them are safe and confident in event of fire.
	6. Ensure all children can access the children's toilets independently, to fulfil their toileting requirements.	County and business manager to liaise over funding for automating the children's toilet doors. Powered doors throughout the school	March 2022	Business Manager/SENCO	All children can be independent with their toileting needs.
Medium term	1. To ensure everyone feels welcomed into Seaford Primary School	<p>a) Put up clear signs in the reception with symbols, welcome sign in different languages and formats</p> <p>b) Ensure different cultural celebrations are recognised.</p>	By March 2022	Headteacher	Disabled parents/carers visitors feel more welcome.
	2. To ensure access to outdoor curriculum	Regular review of outdoor curriculum activities	Annually	Teachers Premises manager	
Long term	1. Ensure all fire escape routes are suitable for all	<p>Regular review of accessibility of exit routes and fire doors according to current children's needs, in line with legislation</p> <p>Alter the fire doors to make</p>	<p>Review as necessary</p> <p>Ongoing</p>	<p>SENCO Premises Manager</p> <p>Local Authority</p>	All disabled staff, pupils and visitors able to have safe independent egress in emergency situations.

		them accessible to disabled people (if necessary) – possible automation		Local Authority	
	2. Ensure all common facilities are accessible to disabled children	Look at having powered doors installed for all shared rooms (library, ICT suite etc.)	To be reviewed	Headteacher	At least one classroom for each year and all common facilities are on the ground floor.

Improving access to the curriculum

	Targets	Actions	Timescale	Responsibilities	Outcomes
Short Term	1. Increase confidence of staff in differentiating the curriculum and ensure reasonable adjustments for children in the classroom are made	<ul style="list-style-type: none"> a) Staff to have training in ASD, Speech and Language and Dyslexia on a three yearly cycle. b) Amazing Me staff meeting and follow up work c) Use performance management to identify training needs d) Assess, Plan, Do, Review plans written and reviewed regularly and involve the children 	<p>Annual – one focus each year</p> <p>January 2021 and ongoing</p>	<p>SENCO</p> <p>Amazing Me champion SENCo</p>	<p>Raised confidence of staff in strategies for differentiation and increased pupil participation.</p> <p>Adaptations within the classroom are evident through monitoring.</p> <p>Assess, Plan, Do, Review sheets are regularly reviewed and rewritten to respond to a child's progress and/or need.</p>
	2. Ensure all staff have access to training on specific medical and SEN issues, e.g. Diabetes, anaphylaxis, asthma, Autism, physical needs	<ul style="list-style-type: none"> a) Set up system of individual access plans for disabled children as part of the provision map system b) Ensure staff liaise with outside agencies, where required. c) Use performance management to identify TA training needs and inform Professional Development process 	<p>Completed incorporated into Provision Mapping/Health Care Plans</p>	<p>SENCO</p>	<p>All staff aware of individual pupils' access needs.</p>
	3. Ensure all staff are aware of, and able to use, SEN software and resources	<ul style="list-style-type: none"> a) Run training sessions on use of SEN Software (Clicker 7 and communicate in print) b) Ensure recommendations from 	<p>Ongoing, as reports are produced and children's needs evolve</p>	<p>SENCO</p> <p>SENCO/HLTA</p>	<p>Staff will be able to effectively support children to use ICT programmes to support them with their learning.</p>

		ISEND (CLASS, EALs or ESBAS) are implemented.			
	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) Review camp location annually to ensure access for individuals in Y6.	On an ongoing, individual basis Annually	Headteacher Year 6 Teachers	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	Completed, 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) Include specific reference to disability equality in all curriculum reviews/policies b) Develop RSHE and Citizenship curriculum to address disability equality issues c) Have individual planning for children on planning sheets	Ongoing Ongoing Completed/Ongoing	Headteacher/Subject leaders RSHE and Citizenship Co-ordinator RSHE and Citizenship Co-ordinator Headteacher/Subject leaders	Gradual introduction of disability issues into all curriculum areas.
	4. Ensure staff receive training to support children's mental health and wellbeing	Train identified staff on the Mentally Healthy Schools programme Regular training sessions to disseminate the MH	2021 - 2023	Mental Health leads	Staff feel better equipped to support children presenting with mental health difficulties.

		schools programe Information from Mental Health Support Team Cluster meetings are shared as appropriate			
Long Term	1. Ensure children with disabilities and medical conditions participate equally in after school and lunch time activities	Assess clubs children are accessing at school annually at provision map meetings, ensure if they are not attending clubs, that are not restricted in anyway.	Completed	Identified teacher "	Disabled children and those with medical conditions are confident and able to participate equally in out of school activities.
	2. Ensure all staff have undertaken disability equality training	Ensure new staff have seen new equality policy receive training if necessary.	Ongoing	CPD Co-ordinator "	All staff work from a disability equality perspective.
	3. Develop links with local special school to improve understanding of curriculum	Invite special schools to SENCO cluster meetings to share good practice.	2021-2022	SENCO SENCO	Increased confidence of staff in developing their curriculum area accessibly.

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) To be aware of family histories of dyslexia and provide alternative forms of communication if necessary (verbal communication/jargon free letters) c) Become aware of how best specific parents respond to different communication tools, e.g. email, Class Dojo, verbally, paper copies	Ongoing	Headteacher Office staff Inclusion Manager Teachers	All parents getting information in format that they can access e.g. tape, large print, Braille. SEN Information Report is updated yearly and placed on the website. Transition books are produced, mostly in Communicate in Print, to support families to understand the expectations and environment of the new year group. Parents and carers receive information in their preferred method of communication.
	2. 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	From Sept 2020	SENCO "	Staff more aware of pupil's preferred methods of communication.
Medium Term	1. Continue to establish Makaton with the school	a) Invite an EYS teacher to run a basic Makaton course to all TAs. b) Ensure children learn at least 3 signed songs each term (primary)	By July 2022 Ongoing	SENCO Music Coordinator	All children knowing some basic Makaton signs.
	2. Develop the use of	a) Visual timetables in all	Complete	SENCO	All children have greater

	visuals in all classes	classes. b) Teachers encourage the use of the timetable throughout the day c) task boards, now/next d) word mats			access to the curriculum, by using the visuals. Independence of children with SEN is increased.
Long Term	Encourage greater parent voice by holding Parent forums around the theme of accessibility	Regular parent forum meetings with accessibility an agenda point twice a year.	From Sept 2021	Deputy Head	Parents will feel more empowered to work with school to discuss and resolve accessibility issues.