

Barcombe Hamsey Plumpton
Skylark Federation

ACCESSIBILITY PLAN 2018-2020

HAMSEY

Reviewed and approved by FGB: 11.01.19

Next review: Spring 2020

Signed .....Chair of Governors Date ……

Signed .....Executive Head Teacher Date ……

SKYLARK FEDERATION

HAMSEY PRIMARY SCHOOL

ACCESSIBILITY PLAN 2018-2020

We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion.

Our Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary (and where/when possible). This covers improvements to the physical environment of the school and physical, aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as the able-bodied pupils. This covers teaching and learning, and the wider curriculum of the school such as participation in after-school clubs, leisure opportunities, cultural activities and school visits. It also covers the provision of specialist aids and equipment which may assist these pupils in accessing the curriculum.
- Improve the delivery of **information** to pupils, staff, parents and visitors (including those with disabilities). Information should be made available in various preferred formats within a reasonable timeframe.

We gather information about any disability or health condition in early communications with parents and carers of children who are new to the school. For parents and carers of children already at the school, we ask them to keep us informed of any changes to the information they have provided.

Action Plan

Aim 1-To increase accessibility to the school curriculum

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: liaison with specialists; CDP for staff; a differentiated curriculum; specialist resources to support learning and access to the curriculum; a range of support staff (including trained Teaching Assistants) and access arrangements in place for statutory testing.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with pre-school providers to prepare for the new intake of children into EYFS each year.	To identify pupils who may need adapted or additional provision.	Term 5 and Term 6 annually.	EYFS teachers; EHT; SENCO.	Provision set in place for when children start school.
To liaise with educational establishments to prepare for the intake of new children who transfer within the school year.	To identify pupils who may need adapted or additional provision.	Ongoing, as the need arises.	Class Teachers; EHT; SENCO.	Provision set in place for when children start school.
To ensure all class-based staff are trained to support pupils with ASD, ADHD, Dyslexia and Dyspraxia.	Training for all new members of class-based staff. Updates and rolling programme of training for all staff.	On-going programme of training.	SENCO.	Staff meeting time and support staff meeting time is planned to include training to enhance provision for pupils.
To identify a target group of vulnerable	Identification of vulnerable pupils	On-going	Advisory Head.	Hamsey's attendance statistics

attendees/persistent absentees. Introduce SSIF initiatives (following bid for £5K) in 2019 to support attendance.	whose attendance needs to improve. There will be on-going LA support for this.			improve; fewer vulnerable attendees at the school.
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision.	Create personalized risk assessments and access plans for individual children. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures are clear, and that staff are capable of carrying them out.	On-going	SLT; SENCO; teaching and support staff; extra-curricular service providers; educational visit settings.	Evidence that appropriate considerations and reasonable adjustments have been made.

Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To improve the physical school environment (including developing the external environment to enhance pupils' health and well-being).	The school will take account of the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises (including access, lighting and colour schemes, clear signage, and more accessible fittings. Consideration to be given to developing aspects of the outdoor areas.	On-going	SLT; SBM; SENCO. Pupil voice via Pupil Governors for the outside area.	Evidence that appropriate considerations have been made wherever physical school improvements are undertaken.
Some communal and teaching areas are 'clutter-free' to facilitate easy movement around the school.	Hamsey's internal space is very limited but safe and comfortable movement around the site is paramount.	On-going	SLT; SENCO; all teaching staff; caretaker.	Safe movement around the site for all. As full as possible inclusion for all pupils. Safe evacuation in an emergency.

Aim 3: To improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To facilitate improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats. Access arrangements are considered and put into place.	On-going	SLT; Class Teachers; School Secretary; SENCO	Evidence that appropriate considerations and reasonable adjustments have been made.
To ensure that visual timetables and information, supported by signs and symbols, are available for targeted pupils.	Create and offer visual information that does not rely on text. Update as required. Ensure all staff promote the use of visual learning supports.	On-going	Class Teachers; SENCO	Children can access information comfortably due to use of visual signs and symbols.
To ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so that they can support, fully, their child's education.	Adopt a positive approach to identifying the access requirements of parents and make reasonable adjustments where possible.	On-going	Whole school team	Evidence that appropriate considerations and reasonable adjustments have been made; parents can support, fully, their children in their education.