

**IDE HILL CHURCH OF ENGLAND PRIMARY SCHOOL**

**ACCESSIBILITY PLAN**

At Ide Hill Church of England Primary, we seek the 'abundant life' that Jesus promised (John 10:10) - pupils and staff flourish. From the tiny Saplings in Reception to the mighty Oaks of Year 6, children are nurtured through the learning and experiencing of respect, responsibility and love - and the greatest of these is love. Our vision is based upon by 1 Corinthians 16:14. Our Key Values are: Respect, Love and Responsibility

**REVIEWED: September 2022**

**REVIEW DATE: September 2026**

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| **Jeanine Johnson**  **Head of School** |  |
| **Anne Fletcher**  **Chair of Governors** |  |

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| PHYSICAL ACCESS | | | |
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| **Timescale** | **Target** | **Strategy** | **Outcome** |
| Short *Sept 22-Dec 22* | To ensure school are aware of all areas of the school premises where there are potential barriers to physical access. This will include indoor and outdoor facilities.  Review when a new child or staff joins the school  To identify aspects of the school where there are particular barriers for pupils with Sensory impairment  Reduce background noise for hearing impaired pupils | Ensure extra equipment for pupil is ordered in time.  To use information to start drawing up an action plan if applicable.  Maintain heaters if applicable in classrooms to avoid excessive motor noise. | Extra access arrangements in place for all pupils.  Review when a new child or staff joins the school  Plans need to include all necessary works regardless of source of funding. The plan will need to make clear which areas it is not feasible or necessary to make accessible where this is applicable. Timing will depend on the nature of the work required related to agreed responsibilities for that work as shown in the LA Access Strategy.  Quieter classrooms lead to improved curriculum access for hearing impaired pupils  Ear defenders offered to a pupil if necessary |
| **Medium**  *Sept 22- Aug 23* | To raise staff awareness of a range of barriers to learning for pupils with Sensory impairment, including classroom layout, décor etc | To provide INSET for all staff using the SEND Mainstream Core Standards  To make staff aware of LA support services available for advice.  Improve the accessibility of the school as a whole. | Staff training and awareness programme in place |
| **Long**  *Sept 22-Aug 25* | To work with specialists to plan to increase physical accessibility using available funding.  Review all areas of the school in order to ensure that there are no physical barriers to access for pupils with a range of disabilities. This includes re-tiling in toilet areas to ensure colour contrasts. | To track progress against original audit information if applicable.  To update the LA annually on progress and works carried out when necessary – review the Net Capacity. | Full physical access to the curriculum.  Regular review of premises.  Accessibility Plan progress reported as part of the Health and Safety Report |

## CURRICULUM ACCESS

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| **Timescale** | **Target** | **Strategy** | **Outcome** |
| Short *Sept 22-Dec 22* | To ensure all staff know the SEN Policy and implement it effectively   * Setting suitable learning challenges * Responding to pupils’ diverse learning needs * Overcoming potential barriers to learning and assessment for individuals and groups of pupils.   To ensure all staff use these to inform differentiated planning and provision across the school.  To make all staff aware of available specialist support.  To identify training needs from the SEND Mainstream Core Standards  To ensure that pupils with disabilities can participate fully in the curriculum | Professional Development meetings  Update staff training in line with the SEND Mainstream Core Standards  School to be made aware of available Support Services and how to access these.  Review training needs to support curriculum access | Staff awareness.  Strategies to enable full curriculum access for all pupils to be identified in all long term subject plans  Broader range of teaching strategies used  Next steps in learning identified  Pupils making expected progress  Staff confident that they are meeting pupils’ needs  All student access the wider curriculum. |

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| **Medium**  *Sept 22-Aug 23* | To look at potential intake for following term/year to identify training needs | To provide access training relevant to whole school and individual pupil needs | All staff feel competent and supported in dealing with wide range of ability and disability |
| **Long**  *Sept 22-Aug 25* | To develop and maintain the above on an annual basis | To provide training with appropriate support services for relevant staff | School to have a wide range of teaching styles and resources available for all areas of the curriculum.  All practice reviewed on an annual basis. |

**ACCESS TO INFORMATION**

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| **Timescale** | **Target** | **Strategy** | **Outcome** |
| Short *Sept 22-Dec 22* | To identify in consultation with the LA any materials and events where access to information may need to be altered in order to ensure that disabled pupils and/or parents have full access to information. | Create alternative means of communication as needs are identified  e.g. strategies for parents’ meetings.  Identify any specialist equipment needed – lap tops, hearing loops. | All pupils able to access information as needed.  School able to provide written information in alternative formats as required for pupils and parents. |
| **Medium/Long**  *Sept 22-Aug 23* | To maintain above practice and review on an annual basis | Regular review of need and delivery of alternative formats as needed | Information available for parents and pupils in a variety of formats |

PHYSICAL ACCESS

**APPENDIX A**

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| Statement | **Evidence** | **Action needed** |
| The size and layout of areas allows access for all pupils including  **Academic areas** e.g classrooms, assembly hall, library  **Sporting areas** e.g outdoor sporting facilities  **Play areas**  Playgrounds | All pupils have access to all facilities within the school. |  |
| Pupils who use wheelchairs can move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs. Toilet facilities have adequate room to accommodate a hoist and changing beds if needed. | Wheelchair access is limited throughout the school. All building development is focused upon this issue and all alterations are being addressed during constructions. Over the last year progress has been made in this direction with the installation of ramps and handrails throughout the premises. | Continue to assess the needs of the pupils who use wheelchair and make the appropriate alterations when appropriate |
| Pathways of travel around the school site and parking arrangements are safe, logical and well signed. | Pathways around the school site are good and parking is safe and logically placed. |  |
| Emergency and evacuation systems inform **ALL** pupils, including pupils with SEN and disability.  Alarms have visual and auditory components. | All systems have auditory and visual components. |  |
| Non-visual guides are used to assist disabled people when using buildings. | N/A |  |
| Décor and signage are not confusing or disorientating for pupils with visual impairment, autism or epilepsy | Review signage when décor or building projects take place. |  |
| All areas to which pupils have access are well lit |  |  |
| Steps are taken to reduce background noise for hearing impaired pupils e.g consideration given to a room’s accoustics, noisy equipment etc. | There are currently quiet spaces throughout the school, e.g. library. Seating plan within the classroom is used to support hearing impaired pupils. |  |
| Furniture and equipment are selected, adjusted and located appropriately. e.g height-adjustable tables available, low level sinks. | Furniture and sink levels are considered within the school.  Individual adaptations are made as necessary. |  |

### CURRICULUM ACCESS

**APPENDIX B.**

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| Statement | Evidence | Action needed |
| All teachers and teaching assistants have the necessary training to teach and support pupils with a variety of disabilities | Induction Programme  CPD records:  ADHD  ASD  BEAM  Speechlink  Medical Needs (epipen) |  |
| Classrooms are optimally organised for disabled pupils | Classrooms are adapted as and when necessary. |  |
| Lessons provide opportunities for all pupils to achieve | Planning shows differentiation and individual curriculum needs |  |
| Lessons are responsive to pupil diversity | A wide range of resources using  multicultural activities |  |
| Lessons involve work done by individuals, pairs, groups and the whole class | Planning shows a range of organisational strategies: partner work, collaborative groups, etc. |  |
| All pupils are encouraged to take part in extra-curricular music, drama and physical activities | School has a range of clubs and extra curricular activities open to all pupils as well as main curriculum activities. |  |
| All staff recognise, and allow for, the mental effort expended by some disabled pupils e.g lip reading by hearing impaired pupils, slow writing speed for dyslexic pupils. | Annual Handover notes and transition meeting notes  Information in teacher files relating to individual pupil’s needs. List of medical needs in teacher’s registers.  Extra time given in tests for dyslexic pupils and those with slow processing skills.  Equipment supplied eg ergonomic pens and pencils, writing slopes, move and sit cushions and table top screens. |  |
| All staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work. | Staff adapt resources where appropriate and/or allow extra adult support if necessary |  |
| Disabled pupils who cannot engage in some particular activities are given alternative experiences. e.g pupils who cannot participate in all forms of physical education | Alternative arrangements are made between school and parents (e.g. a pupil is taken swimming by parents instead of school games) |  |
| Access to computer technology is appropriate for students with disabilities | All classes have access to lap tops for individuals if required |  |
| School visits, including visits abroad, are made accessible to all pupils irrespective of attainment or impairment | All pupils access school trips (parent consent forms) |  |
| All staff have high expectations of all pupils | Teachers set challenging ‘next steps’ daily, termly and annually. |  |
| All staff seek to remove all barriers to learning and participation | Pupil progress meetings identify any difficulties/ barriers pupils may be facing. These are addressed a.s.a.p.  See referrals to LIFT and the Early Help Intervention Team |  |

ACCESS TO INFORMATION

**APPENDIX C**

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| Statement | Evidence | **Action needed.** |
| The school liaises with LA support services to provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information |  |  |
| The school ensures that both in lessons and at meetings for parents, information can be presented in a ‘user friendly’ way for people with disabilities e.g. by reading aloud overhead projections and describing diagrams. | Documents are shared with parents when necessary so that they are fully explained before asking parents to sign.  Access to translated information for EAL/ non English speaking parents |  |
| The school has, and uses, facilities such as ICT to produce written formats. If this is not the case the school knows where to access this facility e.g. the Visually Impaired Service for assistance with Braille. |  |  |
| Staff are familiar with technology and practices developed to assist people with disabilities. |  |  |

**SPECIALIST SUPPORT.**

# APPENDIX D

Specialist support, for pupils with a variety if disabilities, is available and schools should always consult the appropriate service for detailed outreach support.

* Advisory Team for Inclusion
* Educational Psychology Service
* NWK Alternative Provision Service
* SEN/ICT Service for Curriculum Access
* Sensory and Language Support Service
* Service for Autism
* Service for Pupils with Physical Disabilities
* KELSI
* Advisory Teacher for Down’s Syndrome & Medical Conditions
* Pupil Referral Unit & Integration Service
* School Improvement Service
* Health Needs Education
* Early Years Specialist Teacher Service
* Local Inclusion Forum -LIFT