

Alfriston School Accessibility Plan 2015 - 2018

Improving access to the physical environment

Targets	Actions	Timescale	Responsibility	Success criteria
1. School is aware of the access needs of disabled children.	Create access plans for individual disabled children as part of EHCP process	As applicable	Inclusion Manager	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.	Provide information and training on disability equality for all staff.	As applicable	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.	Share East Sussex accessibility toolkit with relevant personnel and contractors.	As applicable	Headteacher/governing body	On-going improvements in access to all areas when undertaking routine and maintenance works.
4. Improve access to the reception area	To lower the height of the office window to wheelchair height	As applicable	School Secretary/ Headteacher	Disabled parents/carers visitors feel more welcome.
5. 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 c) Seek advice from the East Sussex Guidance or Sensory Needs Service on appropriate colours/styles for signs and replace temporary ones including braille and large print versions	Ongoing As applicable As applicable	Caretaker Caretaker Headteacher	Visually impaired people feel safe in the grounds. Access around the site easier for all.

6. Ensure shelves accessible to all children	Alter layout to make area wheelchair accessible	As applicable	Caretaker	All children have independent access to all books.
7. To ensure doors are painted with anti-glare paint	As school is refurbished paint doors with anti glare paint,	As applicable	Caretaker	Visually impaired not distracted.
8. To provide washbasins for all children at suitable height	As toilets classrooms etc are refurbished, consider the needs of the youngest children and wheelchair users	As applicable	Caretaker	To ensure hygienic arrangements for all children
9. To ensure all light switches are at wheelchair user height	Reposition light switches lower	As applicable	Caretaker	All uses have access to light when appropriate
10. When redecorating use suitable contrasting woodwork	a) Seek advice from the East Sussex Guidance or Sensory Needs Service on appropriate colours	As applicable	Inclusion Manager	Colour schemes that support teaching, learning and behaviour.
	b) When classes are painted under Routine and Maintenance, include contrasting colours	As applicable	Caretaker/ Contractor	Classes accessible for visually impaired pupils.
11. Ensure that all disabled pupils can be safely evacuated	a) Put in place Personal Emergency Evacuation Plans for all children	As applicable	Inclusion Manager	All disabled children and staff working with them are safe and confident in event of fire.
	b) Develop a system to ensure all staff are aware of their responsibilities		Headteacher/governing body	
12. Paint a disabled person's parking bay with access to reception	Allocate a space	As applicable	Headteacher/governing body	Accessible parking bay for disabled staff/visitors. Easy access from car park to reception for wheelchair

				users/people with pushchairs etc.
13. Review and replace inadequate lighting in all areas	Seek advice on the lighting in all teaching areas from the Sensory Needs Service	As applicable	Inclusion Manager	Lighting improved for visually impaired and hearing impaired children currently in school.
14. Improve acoustics in the hall	Seek advice from the Sensory Needs Service	As applicable	Inclusion Manager Headteacher	Hearing impaired children and adults better able to access activities in Hall.
15. Redesign the reception security and entry system to make it more accessible and welcoming	Install a hearing loop for deaf people Relocate and change the door entry system to make it accessible to hearing impaired, visually impaired and other disabled people	As applicable	Headteacher	All disabled people able to access reception and enter independently
16. Consider subduing external noise for hearing impaired pupils	Increase the amount of carpeting within the school premises and consider the use of acoustic tiles.	As applicable	Caretaker	Allow hearing impaired users to concentrate on main sound
17. Ensure all common facilities accessible to disabled children	Check all pupils have access to hall, ICT suite, library via ramps or stair mate	As applicable	Headteacher	Common facilities are on same level or accessed via ramps.

Improving access to the curriculum

Targets	Actions	Timescale	Responsibility	Success criteria
1. Increase confidence of staff in differentiating the curriculum	Revisit annually as part of reviewing Learning and teaching	Annually	Inclusion Manager/ Headteacher	Raised confidence of staff in strategies for differentiation and increased pupil participation.
2. Ensure Support Staff have access to specific training on disability issues	Support Staff to access relevant CPD courses or visits to other schools each year	As applicable	Inclusion Manager	Raised confidence of Support Staff as above.
3. Ensure all staff are aware of disabled children's curriculum access and different ways of presenting information for disabled pupils.	a) Set up system of individual access plans for disabled children. b) Set up system for information to be shared with appropriate staff	As applicable	Inclusion Manager	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	As applicable	Inclusion Manager	Wider use of SEN resources in mainstream classes.
5. To provide specialist equipment including ICT equipment as needed	Touch-screen computers, joysticks and trackballs, easy-to-use keyboards, interactive whiteboards, text-to-speech software, Braille-translation software, software that connects	As applicable	Inclusion Manager	Full access to the curriculum by all groups

	words with pictures or symbols, sloped writing boards, specialist chair or desk etc.			
6. Ensure all school trips and camp are accessible to all	Ensure any new camp location is accessible	As applicable	Headteacher	All children in school able to access all school trips and take part in range of activities.
7. 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	As applicable	PE Subject Leader	All children able to access PE and disabled children more able to excel in sports.
8. 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	As applicable by review	Headteacher/Subject leaders PSHE and Citizenship Subject Leader	Gradual introduction of disability issues into all curriculum areas.
9. Develop consistent approach to differentiation and alternative recording in school	a) Devise and consult on model school policy with good practice guidance b) Organise INSET sessions to share good practice	As applicable		All staff confident and consistent in range of differentiation strategies and use of alternative recording.
10. 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	As applicable	Headteacher	Disabled children confident and able to participate equally in out of school activities.

11. Ensure all staff have undertaken disability equality training	INSET training for all staff on disability equality	As applicable	Headteacher	All staff work from a disability equality perspective.
12. Develop links with Cuckmere House School to improve understanding of curriculum	Organise opportunities for staff to observe at Cuckmere House	As applicable	Inclusion Manager	Increased confidence of staff in developing their curriculum area accessibly.

Improving access to information

Targets	Actions	Timescale	Responsibility	Success criteria
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, ask for feedback via Parent Suggestion Box c) Produce newsletter in alternative formats e.g. large print, Braille	Annually As applicable As applicable	Headteacher Bursar/Office staff	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 applicable Annually	Inclusion Manager	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 to meet needs	Annually As applicable	Inclusion Manager	Staff more aware of pupil's preferred methods of communication.
4. Ensure deaf parents are included in all school activities	Routinely offer BSL Interpreter to Deaf parents for all events	As applicable	Headteacher/Office staff	Deaf parents can be included in all school activity.
5. Produce accessible leaflets and increase support for parents of	Establish a parent's information board on SEN / disability issues	As applicable	Inclusion Manager	Increased confidence of parents of disabled children and those with SEN to support

disabled children				their children's education.
6. Review all signs in school to include Makaton Symbols	a) Gradually replace written signs including symbols b) Put symbols onto displays to enhance text	As signs are replaced	Headteacher	Everyone can understand signage and find way around school.