



Shipton Bellinger Primary School Accessibility Plan 2019 - 2021

Our school aims to value all members of the school team and realise the potential of our children. We want them to have a stimulating and challenging curriculum & environment and for everyone to treat each other fairly and with respect.

Aims of the Accessibility Plan:

*Shipton Bellinger Primary School aims to include all pupils, including those with **protected characteristics**, in the full life of the school. Protected characteristics are those related to age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity.*

Our strategies to achieve this include:

- * Having high expectations of all pupils.
- * Finding ways in which all pupils can take part in the full curriculum including: sport, music, and drama.
- * Planning out-of-school activities including all school trips and excursions so that pupils with **protected characteristics** are able to participate fully.
- * Establishing an admissions policy and criteria which does not discriminate against pupils with **protected characteristics** or treat them unfairly.
- * Devising teaching strategies which will remove barriers to learning and participation for pupils with **protected characteristics**.
- * Planning the physical environment of the school to cater for the needs of pupils with disabilities.
- * Raising awareness of disability amongst school staff (teaching and non-teaching) through a programme of training.
- * Providing written information for pupils with **protected characteristics** and their families in a form which is user-friendly.
- * Ensuring that our library and reading books provide positive images of people with **protected characteristics**.

This plan covers the three main strands of the planning duty:

i) Improving the physical environment of the school (where reasonable) for the purpose of increasing the extent to which pupils with protected characteristics are able to take advantage of education and associated services.

This strand of the planning duty covers aids to improve the physical environment of the school and physical aids to access education. The physical environment includes things such as kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education also cover things such as IT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as specialist pens and pencils. NB: In maintained schools the provision of a special piece of equipment or extra assistance will be made through the SEND framework (i.e. through statutory assessment) and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEND route and those provided under the planning duty is that the SEND duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEND, but the school might as a general measure, provide blinds and adjustable lighting through the planning duty.

ii) Increase the extent to which pupils with protected characteristics can access and participate in the school's curriculum.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training. Schools are expected to plan to progressively improve access to the curriculum for all pupils with **protected characteristics** although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework.

iii) Improving the delivery of information to pupils with protected characteristics.

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to pupils with **protected characteristics**. This will include alternative formats such as Braille, audio files and large print and also the provision of information orally, through lip speaking or sign language, or through a recognised symbol system or IT. This information should also be made available within a reasonable time frame and take account of the pupil's **protected characteristics** and pupils' and parents' preferred formats. Shipton will also consider the needs of parents who may themselves have a physical, sensory or learning disability to determine how they can be supported in accessing essential information about the school.

Strand 1: Improving access to the physical environment

	Targets	Actions	Timescale	Responsibility	Outcomes
Short term – Med Term	1. School is aware of the access needs of pupils with protected characteristics .	a) Create access plans for individual children as part of IEP process (as necessary)	As needed	SENCO / HT	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.	b) Hold a 'Disability Awareness Day' c) Provide information and training on disability equality for all staff. d) Member of staff trained in Makaton	By July 2019 By July 2019 By Autumn 2019	All staff to support. HT / Governors.	Increased understanding of different protected characteristics . Raised confidence of staff and governors in commitment to meet access needs.
	3. Improve use of specialist equipment, e.g. IT related, stationary, etc	a) Ensure that all pupils with protected characteristics have access to the most appropriate equipment for their needs.	As needed	SENCO / SEN TAs	Pupils have appropriate access to equipment to meet their needs.
	4. Improve consideration of users with protected characteristics of the school with regard to the reception area.	a) Set up a loop system with appropriate signage in the reception and hall areas.	As needed	Site Manager / Headteacher / Hearing Support Team	Parents/carers & visitors with protected characteristics feel more welcome and are able to hear better.
	5. Ensure that all pupils with protected characteristics can be safely evacuated.	a) Put in place Personal Emergency Evacuation Plans for all children (as relevant) b) Develop a system to ensure all staff are aware of their responsibilities.	As needed (do have examples)	SENCO Headteacher/governing body	All children with protected characteristics and staff working with them are safe and confident in event of fire. "

Strand 2: Improving access to the curriculum

	Targets	Actions	Timescale	Responsibilities	Outcomes
Short Term	1. Increase confidence of staff in differentiating the curriculum	a) Undertake audit of staff training needs on curriculum access. b) Assign in service day to training identified, e.g. dyslexia, differentiation, alternative recording.	By Dec 2019	SENCO	Raised confidence of staff in strategies for differentiation and increased pupil participation.
	2. Ensure TAs have access to specific training on issues related to protected characteristics .	a) Use staff audit to identify TA training needs and inform Professional Development process b) TAs to access at least 1 relevant CPD session each year	By Dec 2019 By July 2020	SENCO SENCO / HT	Raised confidence of TAs as above.
	3. Ensure all staff are aware of children with protected characteristics and their curriculum access	a) Set up system of individual access plans for children with protected characteristics . b) Set up system for information to be shared with appropriate staff.	As needed	SENCO	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 SEND IT and other resources and make list available to all staff. b) Run individual training sessions on use of SEN Software.	From Sept 2019	SENCO	Wider use of SEN resources in mainstream classes.

	Targets	Strategies	Timescale	Responsibilities	Success criteria
Medium Term	1. Ensure all school trips and camps are accessible to all	a) Check accessibility of residential sites by discussing needs with site staff and developing plans of action as needed.	As needed	Deputy Headteacher / SEN TAs	All children in school able to access all school trips and take part in range of activities.
	2. Review all curriculum areas to include issues related to protected characteristics .	a) Include specific reference to equality in any curriculum reviews. b) Develop PSHE and Citizenship curriculum to address equality issues c) Assemble resource box related to equality for staff room.	By Dec 2019	Headteacher/Subject leaders PSHE and Citizenship Leader PSHE and Citizenship Leader	Gradual introduction of disability issues into all curriculum areas.
Long Term	1. Develop consistent approach to differentiation and alternative recording in school	a) On-going development of planning and feedback methods. b) Organise INSET sessions to share good practice	On-going	SENCO	All staff confident and consistent in range of differentiation strategies and use of alternative recording.
	2. Ensure children with protected characteristics participate equally in after school and lunch time activities	a) Survey participation in clubs at lunch and after school by children with protected characteristics .	As needed	SENCO	Disabled children confident and able to participate equally in out of school activities.

Strand 3: Improving access to information

	Targets	Actions	Timescale	Responsibilities	Success criteria
Short Term	1. Review information to parents/carers to ensure it is accessible	<p>a) Ask parents/carers about access needs when child is admitted to school.</p> <p>b) Review all letters home to check reading age / Plain English.</p> <p>c) Produce newsletter in alternative formats, e.g. large print where needed.</p>	<p>Annually from Sept 2019</p> <p>From Jan 2019</p> <p>As needed</p>	Headteacher / Admin Team	All parents getting information in format that they can access – website will help with this.
	2. Ensure all staff are aware of guidance on accessible formats	<p>a) Distribute guidance on good practice in accessible formats and Editorial guidelines, e.g. E Sussex example.</p> <p>b) Provide guidance to staff on dyslexia and accessible information.</p>	<p>By Dec 2019</p> <p>"</p>	SENCO / Teachers / Admin Team	Staff start to produce routine information to children in more accessible ways.
	3. Inclusive discussion of access to information in all annual reviews	<p>a) Ask parents/carers and children about access to information and preferred formats in all reviews</p> <p>b) Develop strategies in pupils' SEND paperwork to meet needs</p>	<p>From Sept 2019</p> <p>From Jan 2019</p>	<p>SENCO</p> <p>"</p>	Staff more aware of pupil's preferred methods of communication.

	Targets	Actions	Timescale	Responsibilities	Success criteria
Medium Term	1. On-going redesign of school brochure to be as accessible as possible.	On-going update of School Prospectus in Plain English etc. to ensure it explicitly welcomes those with protected characteristics .	On-going from July 2019	Headteacher	Parents/carers feel confident in the information they have about the school.
	2. Produce accessible leaflet and increase support for parents of children with protected characteristics .	a) Work with parents of children with protected characteristics to produce an accessible leaflet for the school and to display useful info. b) Set up parents' groups for training and support as required.	As required As required	SENCO SENCO	Increased confidence of parents of children with protected characteristics to be able to support their child's education.

Monitoring:

The school recognises that monitoring is essential to ensure that pupils with **protected characteristics** are not being disadvantaged, and that monitoring leads to action planning.

We will monitor aspects which may include:

Admissions, Attainment, Attendance, Punctuality, Effects of pastoral strategies, Rewards, Sanctions, Exclusions, Response to teaching styles / subject, SEND Register, Setting/groups, Effects of English & Maths lessons, Extra-curricular activities, Homework, Number of pupils participating in enrichment activities (including those for the Higher Attainers), Selection & recruitment of staff, Governing body representation, Parents attending consultation meetings, Parents involvement in the life of the school.

Reviewing:

The Plan will be reviewed annually by the Headteacher and members of the appropriate working party.

The Governing Body will consider the impact of this plan on the achievements of pupils with **protected characteristics** on a termly basis throughout the year and will review the plan itself every 3 years.

Other related school policies:

Equality for pupils is included as an explicit aim in all of the school's policies & procedures, including:

SEND Policy
Equality Policy
Teaching and Learning Policy
Behaviour Policy
Admissions Policy/Criteria
School Development Plan

Revised: Jan 2019

Signed by HT:

Date:

Signed by Chair of Governors:

Date: