

**Shinewater  
Primary  
School**



# **Accessibility Plan 2022-2025**

<b>Approval Date</b>	<b>Policy Reviewer</b>	<b>Title</b>	<b>Chair of Governors</b>
November 2023	Mrs Helen Evason	Headteacher	Patricia Metham
<b>Frequency of Policy Review</b>		Every 3 years	
<b>Version</b>		2	

## Together We Shine!

This Accessibility Plan was drawn up with current legislation and requirements in Schedule 10, relating to Disability, of the Equality Act 2010. Swale Academies Trust and the Local Governing Body (LGB) is accountable for ensuring implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, 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. Shinewater Primary School plans over time to ensure the accessibility of provision for all pupils, staff and visitors to the school.

Our Accessibility Plan is drawn up to cover three years. The plan will be updated annually. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aid to access education. This includes access for the visually impaired.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are able bodied pupils: This covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of the written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. This information should be made available in various preferred formats within a reasonable time frame.

The Action Plan for physical accessibility relates to the Access of Audit of the school, which is undertaken regularly. Audits will need to be revisited regularly to inform the development of new plans.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discriminations and the need to inform attitudes on this matter.

### Shinewater Primary School Accessibility Plan 2022-25

Shinewater is proud to be an inclusive school. We are able to offer the curriculum for children who have a physical disability. We have easy access into the building, wide corridors, handrails and disabled toilet facilities with adaptations for specific pupils within the school. As with any additional need the school works closely with parents and appropriate outside agencies.

At Shinewater we are committed to making the school accessible to people with disabilities in three key areas:

1. Improving access to the physical environment
2. Improving access to the curriculum through reasonable adjustments
3. Improving access to information.

To help draw up an accessibility plan, an audit of accessibility was carried out. This helped to identify and prioritise access issues around the physical environment. It also suggested strategies for achieving these targets that can be reflected in a revised accessibility plan and shared with Swale Academies Trust. This is updated when needed. For example, one of the visually impaired pupils is currently learning to use a 'cane' to access the school grounds, to find their way around the school and to access the wider community with confidence and independence.

### Improving Access to the Physical Environment

	Targets	Actions	Timescale	Responsibility	Outcomes
<b>Short Term</b>	To maintain in good order our existing high quality access and provision for disabled people	Maintain our gates, disabled ramps, doors, handrails and disabled toilet facilities in first class working order.	On going	Site Manager	Easy and safe access in and out of the school and provision within the school building for disabled people.
	Improve signage and external access for visually impaired people	Replace external light bulbs immediately when 'blown' Seek advice from the East Sussex Guidance or Sensory Needs Service on appropriate colours/styles/size of font for signs and replace temporary ones	On going	Site Manager	Visually impaired people feel safe in the grounds and can access it using their cane.  Access around the site is easier for all.
	To ensure that people with hearing or visual impairments or other disabilities attending school performances in the hall are suitably seated. To enhance the sound at performances if possible.	Reserve suitable seating for people with hearing or visual impairments or other disabilities If the needs of staff or pupils change the school would immediately investigate installing a hearing induction loop in the hall	On going	Class Teachers	People with visual or hearing impairments or other disabilities are able to enjoy school performances and access to the school easily.
	Ensure that all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plans for all children Develop a system to ensure all staff are aware of their responsibilities	February 2023	SENCO	All disabled children and staff working with them are safe and confident in the event of a fire.
<b>Medium Term</b>	Organise a disabled person's parking bay	Allocate a space in the staff car park and to the rear of the school	January 2021	Site Manager	Accessible parking bay for disabled staff/visitors.
	Assess the reception security and entry system to make it more accessible and welcoming	Carry out access audits on reception areas and consult disabled people's organisations. Install a hearing loop for deaf people	Term 6 2022	Office Staff	All disabled people are able to access reception and enter independently.
	Ensure that all KS2 classrooms have ramp access.	Install ramps to Key stage 2 classroom base exit doors.	Term 6 2022 (Before if required)	Site Manager	All disabled pupils/staff are able to enter and exit safely.
<b>Long Term</b>	To ensure that pupils with mobility difficulties do not need to access the upper floor where there is no lift access	Should a pupil with mobility difficulties be admitted, re-organise classroom accommodation at the appropriate time so that it is located on the ground floor on a temporary basis.	If necessary	Head Teacher Governing Body	Any pupil with mobility difficulties is not disadvantaged through difficulties with classroom access.  <i>Only the upstairs classes present accessibility issues and Year groups with any children that have mobility issues do not access this area.</i>

### Improving Access to the Curriculum

	Targets	Actions	Timescale	Responsibility	Outcomes
<b>Short Term</b>	Increase confidence of staff in delivering an inclusive and adaptive curriculum	Undertake audit of non negotiables for SEND at SWP	End of Term 6 2023	SENCO	Raised confidence of staff in strategies for differentiation and increased pupil participation.  <i>NB Adaptive &amp; Inclusive teaching is particularly strong in maths and English. The focus this year will be the foundation subjects.</i>
	Ensure TAs have access to specific training on disability issues	TAs to access relevant CPD courses as needed	On going	SENCO	Training addressing variety of needs and difficulties led by SENCO or outside agencies e.g. CLASS, Educare
	Ensure all staff are aware of, and able to use, SEN software and resources	Audit all SEN ICT and other resources and make list available to all staff Training sessions on use of SEN Software e.g. Communicate in Print	Term 4 2022	SENCO	Wider use of SEN resources in mainstream classes  <i>NB All teaching staff use Communicate &amp; Print to support learning, Lexia etc. Specific children who use specialist IT equipment are supported by trained staff.</i>
<b>Medium Term</b>	Ensure all school trips and residential visits are accessible to all	Risk Assessments completed to support equality of opportunity and access for pupils.	Ongoing reviews of every trip	Class teacher Head Teacher EVC	All children in school are able to access all school trips and take part in a range of activities. EXEANT online risk assessment used for all trips offsite
	Review all curriculum areas to include disability issues	Include specific reference to disability equality in all curriculum reviews Develop PSHE and Citizenship curriculum to address disability equality issues.	Term 5 2022	Head Teacher Subject Teams	Gradual introduction of disability issues into all curriculum areas.
	Respond to the specific needs of children with VI.	INA continues to train on Braille in order to support the child to access the curriculum and to differentiate resources.	On going	SENCO	Child supported in class with accessing and utilising Braille. Braille used to support learning and to allow the child to read their own work back. Braille used to compliment signage and on displays.

					Visually impaired pupil developed increasing confidence and independence.  <i>NB Sensory Needs Service support children with VI. INA is trained and able to support in class.</i>
<b>Long Term</b>	Ensure all children including those with additional needs, participate equally in after school and lunch time activities	Survey participation in clubs at lunch and after school by all children	On going	Office Admin to keep a register of attendance to identify if vulnerable groups are accessing clubs.	All children are confident and able to participate equally in out of school activities.  <a href="#">Extra Curricular Activities</a>

<b>Improving Access to Information</b>					
	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Outcomes</b>
<b>Short Term</b>	Review information to parents/carers to ensure it is accessible	Ask parents/carers about access needs when child is admitted to school Produce newsletter in alternative formats e.g. large print, Braille/ alternative language, as needed. Review all letters to go home to check for plain English.	On going	Office staff Headteacher	All parents get information in format that they can access e.g. large print, Braille.
<b>Medium Term</b>	Ensure information is available for parents	Support all parents as well as those with additional needs to access available support Establish a parent's information section SEN/disability issues on the website.	Term 1 2022	SENCO Office staff	Scan in leaflets onto school website so information can be accessed in private as needed e.g. domestic violence support information, ASD support.
	Ensure school website is accessible to all	Audit website in plain English etc. and ensure it explicitly welcomes disabled children and those with SEN	End of Term 6 2022	Headteacher SENCO Computing Teacher	Parents/carers feel confident regarding the information they have about the school.
<b>Long Term</b>	Produce accessible leaflet and increase support for parents of disabled children	Work with parents of disabled children to produce an accessible SEN leaflet for the school.	July 2022	SENCO	Increased confidence of parents of disabled children and those with SEN to support their children's education.

	Review all signs in school to include Makaton symbols and some in Braille.	Put symbols and Braille onto displays to enhance and compliment text.	On going	SENCO	Everyone can understand signage and find their way around school.
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