



Accessibility Plan 2020-21



Date of Review:	Policy Reviewed By:	Date of Approval:	Approved By:	Chair Printed Name	Chair Signature	Attention To Staff
December 2020	Liam McDonald Deputy Head of School SENDCo	14.12.2020	LGB	Jane McCarthy-Penman		December 2020



This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an 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.
2. Langney Primary Academy plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. 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 aids to access education.
 - 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 the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also 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 written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
4. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
5. The School website will make reference to this Accessibility Plan.
6. The School's complaints procedure covers the Accessibility Plan.
7. The Plan will be monitored through the Curriculum and the Premises, Health and Safety Committees of the Governors.
8. The Plan will be monitored by Ofsted as part of their inspection cycle.



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

Langney Primary School Accessibility Plan 2020-2021

To help draw-up an accessibility plan, the following is carried out:

1. An audit of the accessibility of the building.

This will help identify and prioritise access issues around the physical environment. It will also suggest strategies for achieving these targets that can be reflected in a revised accessibility plan and shared with the local authority.

Support in carrying out an audit is also available from the Index for Inclusion (CSIE) www.inclusion.org.uk or Inclusion Quality Mark www.publicsectormatters.com

2. Develop staff awareness and understanding of disability discrimination, access issues and the promotion of disability equality.

Support, advice and training on these issues can be sought from a number of services within the local authority and voluntary and community groups, including the School Improvement Service, Equalities officers, Special Educational Needs Team, Psychology and Learning team, East Sussex Disability Association and the DARE foundation (Disability and Rehabilitation Education). All contact details are available on ezone.

3. The school is aware of the access needs of disabled children, staff and parents/carers.

The school begins by ensuring the information needs of existing disabled pupils are being met. It then goes on to consider what it would need to respond to the needs of future disabled pupils. It also remembers to consider the access needs of staff and parents/carers. It will be useful to undertake a confidential survey of staff and governors to identify access needs and make sure they are met in meetings etc. Also, to include questions in the pupil information questionnaire about parents/carers access needs and ensure every effort is made to meet them at all events.



Improving access to the physical environment

	Targets	Actions	Timescale	Responsibility	Outcomes
Short term	All building work has considered East Sussex Accessibility guidance.	Share East Sussex accessibility toolkit with relevant personnel and contractors.	Feb 2021	SENDCo	On-going improvements in access to all areas when undertaking routine and maintenance works.
	Improve signage and external access for visually impaired people	<ul style="list-style-type: none"> 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 	Mar 2021	SENDCo & Site Manager	<p>Visually impaired people feel safe in the grounds.</p> <p style="text-align: center;">"</p> <p>Access around the site easier for all.</p>
	Ensure that all disabled pupils can be safely evacuated	<ul style="list-style-type: none"> a) Put in place Personal Emergency Evacuation Plans for all children b) Develop a system to ensure all staff are aware of their responsibilities 	Jan 2021	SENDCo & Site Manager	All disabled children and staff working with them are safe and confident in event of fire.
Medium term					



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Improving access to the curriculum

	Targets	Actions	Timescale	Responsibilities	Outcomes
Short Term	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	Mar 2021	SENDCo	Raised confidence of staff in strategies for differentiation and increased pupil participation.
	Ensure TAs have access to specific training on disability issues	a) Use staff audit to identify TA training needs and inform Professional Development process b) TAs to access at least 6 relevant CPD courses each year	Mar 2021	SENDCo	Raised confidence of TAs as above.
	Ensure all staff are aware of disabled children's curriculum access	a) Set up system of individual access plans for disabled children.	June 2021	SENDCo	All staff aware of individual pupils' access needs.



		b) Set up system for information to be shared with appropriate staff			"
	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	June 2021	SENDCo	Wider use of SEN resources in mainstream classes.
	Targets	Strategies	Timescale	Responsibilities	Success criteria
Medium Term	Ensure all school trips are accessible to all	a) Develop guidance for staff on making trips accessible	Jan 2021	Head of School	All children in school able to access all school trips and take part in range of activities.
	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	July 2021	PE Subject Lead	All children able to access PE and disabled children more able to excel in sports.
	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	July 2021	SENDCo	Gradual introduction of disability issues into all curriculum areas.



		<p>address disability equality issues</p> <p>c) Assemble resource box of disability equality for staff room (primary)</p> <p>d) Have section on disability equality and curriculum access planning sheets</p>			
Long Term	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	July 2021	AHoS Pastoral	Disabled children confident and able to participate equally in out of school activities.
	Ensure all staff have undertaken disability equality training	<p>a) Set up Inset training for all staff on disability equality, explore support from Special Schools.</p> <p>b) Ensure new staff access similar CPD courses</p>	July 2021	SENDCo	All staff work from a disability equality perspective.
	Develop links with local special school to improve understanding of curriculum	<p>a) Organise opportunities for staff to observe their curriculum area at Local Special School</p> <p>b) Establish link meetings for curriculum coordinators</p>	July 2021	SENDCo	Increased confidence of staff in developing their curriculum area accessibly.



Improving access to information

	Targets	Actions	Timescale	Responsibilities	Success criteria
Short Term	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, refer to <i>East Sussex County Council has produced 'Editorial guidelines and house style'</i> c) Produce newsletter in alternative formats e.g. large print, Braille	Mar 2021	SENDCo	All parents getting information in format that they can access e.g. tape, large print, Braille.
	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	July 2021	SENDCo	Staff start to produce routine information to children in more accessible ways.



Medium Term	Establish British Sign Language and/or Makaton with the school	<ul style="list-style-type: none"> a) Invite a Deaf teacher to introduce Deaf culture to assembly and run session for Year group or class. b) Establish BSL after school club for children parents/carers and staff c) Routinely offer BSL Interpreter to Deaf parents for all events 	September 2021	SENDCo	All children knowing some basic BSL Signs and Deaf parents can be included in all school activity.
Long Term	Review all signs in school to include Makaton Symbols	<ul style="list-style-type: none"> a) Gradually replace written signs including symbols b) Put symbols onto displays to enhance text 	July 2021	SENDCo	Every one can understand signage and find way around school.

Accessibility plans are often an added section to the School Improvement Plan. A clear process for monitoring and reviewing the action-plan should be identified.