



# ACCESSIBILITY PLAN

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Steve Alexander  
General

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***“We will Engage, Inspire and Equip all students and staff to strive for excellence.”***

### BACKGROUND

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and*
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.*

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Company Directors. The review process can be delegated to a committee of the Company Directors, an individual or the Head at Seadown School.

The Plan will form part of the Premises, Resources, Fund-Raising and Marketing Plan and will be monitored by the head teacher and evaluated by the relevant Director / Directors’ committee.

At Seadown School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) Seadown School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with staff of the school. The document will be used to advise other planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school’s **Equality and Diversity Policy**. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

- 3) Seadown School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 4) Seadown School Accessibility Plan shows how access is to be improved for pupils with SEND (special educational needs and disabilities), staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:
  - Increase access to the curriculum for pupils with SEND, expanding the curriculum as necessary to ensure that pupils with a SEND are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
  - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
  - Improve the delivery of 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 timeframe.
- 5) The Seadown School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- 7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
  - Behaviour Management Policy
  - Equal Opportunities Policy
  - Equality and Diversity Policy
  - Health & Safety Policy

- School Development Plan
  - School Prospectus
  - Special Educational Needs Policy
  - Teaching and Learning Policy
- 8) The Accessibility Plan for physical accessibility relates to an Access Audit of the School, which remains the responsibility of the Company Directors. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
- 9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all company directors will include the need to consider Equality and Diversity issues as required by the Equality Act 2010, the Children and Families Act 2014 and SEND Reforms
- 10) The Accessibility Plan will be monitored through Company Director's Finance and Premises managers
- 11) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## AIMS AND OBJECTIVES

Our Aims are:

- Increase access to the curriculum for pupils with a SEND,
- Improve and maintain access to the physical environment

***Our objectives are detailed in the Action Plan below.***

## CURRENT PRACTICE

We always ask about any disability or health condition in early communications with new parents and carers and the SEN team/s. For parents and carers of children already at the school, we collect information on any SEND as part of a survey of parents' views, through any EHCP / PEP / LAC plan, or in conjunction with a parents' evening or meeting.

### **Physical Environment**

Pupils with SEND participate in all curricular activities. Some aspects of school activities present challenges, for example: lunch and break times for pupils with social/interaction impairments, PE for pupils with physical impairments, school trips for pupils with medical needs but each activity is risk-assessed and, where there are potential difficulties identified, the high adult to pupil ratio supports any adaptations that need to be made. There are some parts of the school to which disabled pupils would have limited or no access to. I.e, the stairs would be a difficulty for any KS3/4 pupil with a physical disability, with regard to accessing their classroom.

### **Curriculum**

Some areas of the curriculum may present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment and reading, writing and communication for pupils with learning difficulties. Other issues may affect the participation of SEND pupils, for example: bullying, peer relationships, the provision of personal care, the presence (or lack of), peer role models, or displayed images of disabled people. We are already working to improve those elements that are within our immediate capability, such as provision for personal care, the introduction of simple signing for those with communication difficulties and systems for promoting good behaviour / the monitoring of pupil behaviour.

### **Information**

Different forms of communication are made available to enable all SEND pupils to express their views and to hear the views of others. There is a school council with each class having one representing member. They meet regularly with the head teacher and there is a box for pupils to pose questions or concerns. Access to other information is planned, with a range of different formats available for SEND pupils, parents and staff:

For carers we provide telephone contact, as required, electronic home-school contact (i.e. email / Class Dojo system), and a home-school book where it is appropriate. Regular newsletters go home and there are regular meetings held between parents, carers and staff.

For pupils there is a high adult to pupil ratio, to enable appropriate support, with staff trained in the education and care of pupils with a range of SEND. Some staff are also trained in the use of signing and there are adapted visual communication and learning aids provided as required.

## **ACCESS AUDIT**

### **SEADOWN SCHOOL**

The school is a four storey building with wide corridors and several access points from outside. The KS1 classroom is on the ground floor with wide door access. The

primary dining area is on ground floor and is accessible to all. The KS2/3 classroom is accessible up a few steps but the KS3/4 classroom would be difficult for pupils with a physical disability to access; being on the second floor.

On-site car parking for staff and visitor includes room for disabled parking. The front entrance to the school has widening doors fitted. The main entrance features a secure lobby, up two steps to enter. The pupil entrance to the school is through a side gate and it at ground floor level, through the KS1 classroom.

There are shared toilet facilities for disabled users available on the ground floor. The school has internal emergency signage and escape routes are clearly marked.

## **MANAGEMENT, COORDINATION AND IMPLEMENTATION**

We will consult with experts when new situations regarding pupils and visitors with physical disabilities are experienced.

- The Directors and Senior Leadership Team will work closely with the Local Authority SEN Team.

**ACCESSIBILITY ACTION PLAN**

**Aim 1: To increase the extent to which SEND pupils can participate in the school curriculum.**

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with SEND (special educational needs and disabilities).

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>SHORT TERM</b>	To plan and review for potential intake through liaison with the Local Authority SEN Team/s	To identify pupils who may need additional to, or different from, our standard provision	Sept 2015/16 Ongoing as need arises	HT	Procedures/equipment/ ideas set in place by Sept 2016.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010, the Children and Families Act 2014 and SEND Reforms	Ongoing 2015/16	HT All Staff	All policies clearly reflect inclusive practice and procedure
	To maintain and develop close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing throughout 2015/16.	HT All Teachers	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with ongoing health needs. Eg Children with severe asthma, epilepsy, medical or mobility issues.	To ensure collaboration between all key personnel	Ongoing throughout 2015/16.	HT Teachers TAs Outside agencies	Clear collaborative working approach
	To ensure full access to the curriculum for all children	Outside visits; CPD for staff and: <ul style="list-style-type: none"> <li>• A differentiated and thematic curriculum with alternatives offered.</li> <li>• The use of P levels to assist in</li> </ul>	Ongoing	Head Teacher ( <i>with ASC experience</i> ) Teachers Ed Psych Advisors, as required	Advice taken and strategies evident in classroom practice.  ASD children

		<p>developing learning opportunities for children and also in assessing progress in different subjects</p> <ul style="list-style-type: none"> <li>• Trained teaching assistants</li> <li>• Multimedia activities to support a variety of curriculum areas</li> <li>• Use of interactive ICT equipment</li> <li>• Visual aids, prompts, enlargements and signs as required</li> <li>• Specific equipment sourced from occupational therapy as required</li> <li>• Access to speech and language therapy advice and support as required</li> <li>• Staff trained in signing to support those with learning or communication difficulties</li> </ul>			<p>supported and accessing curriculum.</p> <p>An array of resources are used to support those with visual / communication difficulties</p>
<b>MEDIUM TERM</b>	<b>Tasks/Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To finely review attainment of all pupils.	Headteacher/Class teacher Pupil progress meetings Scrutiny of assessment system Regular liaison with parents	Termly Annually	Headteacher Class teachers	Progress made towards IEP and IBMP targets Provision mapping shows clear steps and progress made

	<p>To promote the involvement of SEND students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum the school aims to provide full access to all aspects of the curriculum by providing (<i>where appropriate</i>);</p> <ul style="list-style-type: none"> <li>• Wheelchair access</li> <li>• Screen magnifier software for the visually impaired</li> <li>• Features such as sticky keys and filter keys to aid disabled users in using a keyboard</li> <li>• Giving alternatives to enable SEND pupils to participate successfully in lessons</li> <li>• Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</li> </ul>	Ongoing	Whole school approach	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all SEND pupils, parents and staff are represented within the school.</p>
LONG TERM	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To evaluate and review the above short and long term targets annually	See above	Annually	Headteacher	All children making good progress.
	To deliver findings to the Company Directors	Finance and Premises and Curriculum managers meetings target accessibility issues	Termly and fortnightly meetings with Headteacher and Managing Director	Headteacher Managing Director	Company directors fully informed about SEND provision and progress

**Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>SHORT TERM</b>	Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	Headteacher Company Director/s	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children	Colourful, lively and relevant displays in classrooms and corridors.	Ongoing	Teaching and non-teaching staff	Lively, relevant and inviting environment maintained.
	Ensuring all with SEND are able to be involved.	<ul style="list-style-type: none"> <li>• Create access plans for individual SEND children as part of EHCP / IEP processes</li> <li>• Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.</li> </ul>	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.
	To ensure that the medical needs of all pupils are met	To conduct parent interviews, liaise with external agencies,	With immediate effect to be	Head Teacher External agencies as	Pupils with medical needs are

	fully within the capability of the school.	identifying training needs and establish individual protocols where needed.	constantly reviewed	required	appropriately supported
	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> <li>• Arrange interpreters from the RNID to communicate with deaf parents, as required</li> <li>• Offer a telephone call to explain letters home for some parents who need this</li> <li>• Adopt a more proactive approach to identifying the access requirements of SEND parents</li> </ul>	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
MEDIUM TERM	To improve community links	<ul style="list-style-type: none"> <li>• School to develop strong links with schools in the community and the wider West Sussex Authority.</li> <li>• Utilise disabled parking space for to drop off &amp; collect children</li> </ul>	Ongoing	Company directors All staff	Improved awareness of disabilities at Seadown / the wider community and their needs Improved community cohesion

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>LONG TERM</b>	Continue to develop playground / garden and facilities.	Financial managers to look for funding opportunities	Ongoing	Company directors Headteacher Whole school approach	Inclusive child-friendly play areas.
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week  <i>(Bike ability for KS2-4 children to raise road safety awareness).</i>	Ongoing	Company directors Headteacher Whole school approach	No accidents
	To work towards accreditation of Healthy Schools award	Work towards Healthy Schools and Eco schools targets	2015/16	Whole school approach	Achievement of award
	Look at ways to improve access to all rooms for those with a physical disability	Financial managers to look for funding opportunities	Ongoing	Company directors	Sloped access to school Access to all / suitable rooms is available to those with a physical disability