

Sessay CE Primary School

Accessibility Plan 2014-2018

At Sessay CE Primary School we work hard to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and people treat one another with respect. Our school provides pupils with the opportunity to experience, understand and value diversity.

This policy and plan has been devised in accordance with the planning duty in the Disability Discrimination Act 1995 and as amended by the SEN and Disability Act 2001 (SENDA). It also draws on the guidance set out in "Accessing School: Planning to increase access to schools for disabled pupils" issued by the DFES in July 2002.

Definition of Disability

'A person has a disability if he or she has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. This means that in general the person must have an impairment that is either physical or mental; the impairment must have adverse effects which are substantial; the substantial adverse effects must be long-term; and the long-term substantial adverse effects must be effects on normal day-to-day activities.' (Equality Act 2010)

We have a duty to promote equality of opportunity, eliminate unlawful discrimination, eliminate disability related harassment, promote positive attitudes towards disabled people and encourage disabled people to participate in school life.

We also have a duty to prepare and publish a disability equality scheme that will outline accessibility to the school premises and its facilities, accessibility to the curriculum, accessibility of educational services, provision of training for school personnel and pupils which result in improved outcomes for disabled pupils, parents/carers and school personnel in all aspects of school life.

We are proud of our ethos of support, collaboration and respect for one another. We strive to create a safe caring environment for all our pupils to experience success, happiness and excellence. All school users will benefit from the school's disability equality scheme as it will allow them to take full benefit of the opportunities that this school offers.

We are committed to providing a fully accessible environment which values and includes all pupils, school personnel, 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.

Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities.

At present we have no wheelchair dependent pupils, parents or members of staff.

Contextual Information

Sessay CE Old School Building	The old building is listed. It has narrow, low doors and is difficult to access. The building is used mainly for administration purposes and is accessible via telephone or a camera/buzzer.
Sessay CE Classrooms	The classrooms are newly built single storey rooms which are easily accessible for wheel chairs to be used. There is the provision of a disabled toilet Corridors are wide enough for wheel chairs to be used. Doors have low fitted handles. Classrooms are accessible for wheel chairs with clear access to the fire doors.
School Hall	In the old school. Wheelchair access would not be possible. If there was a need the school would needs to consider moving the hall space to one of the new classrooms.
School Canteen	The canteen is approximately 100m from the school and is accessible via a path. The canteen would be accessible for wheelchairs.
Playground	Available for all pupils.
Field Area	Available for all pupils.
Garden	Available for all pupils.

Target	Strategies	Timescale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD	On-going and as required	SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	On-going and as required	SENCO	All staff aware of individuals needs
Use ICT software to support learning	Make sure software is installed where it	As required	ECT	Wider use of SEN resources in the classrooms

	is needed			
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports	As required	PE co-ordinator	All to have access to PE and be able to excel

Improving access to the physical environment of the school

Sessay CE School underwent significant classroom development during the year 2012/2013. This building of 4 new classrooms improved the learning environment and the accessibility to the main teaching spaces. The 'Old School' is a listed building and accessibility cannot currently be further improved.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Timescale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school forms Ensure website and all document	During induction On-going	SENCO / Teaching Support SBM	All parents receive information in a form that they can access All parents understand what are the headlines of the school information

	accessible via the school website can be accessed by the visually impaired.			
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment		SBM	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information		SENCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly IPM review formats		SENCO	Staff more aware of pupils preferred method of communications
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible		SENCO	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.		SENCO/SBM	All can access information about the school