



## **Accessibility Action Plan**

**2016 - 2019**

**Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:**

Goudhurst & Kilndown Church of England Primary School will provide a happy, caring and stimulating environment rooted in Christian values in which every child will flourish. We will realise the potential of every child and instil a lifelong love of learning. Our approach to teaching and learning will be inclusive, supportive and innovative and will embrace new education initiatives and leading technology. We will ensure that our children are aware of the world in which they live, understand the need to play an active role within the local and wider community and appreciate the importance of living a sustainable way of life. In partnership with parents and carers, we will help our children to build high self-esteem, independence and resilience and to develop the life skills they need for their future in an ever-changing world.

### **Our School Values**

Goudhurst and Kilndown Church of England Primary School values

**Community • Friendship • Joy • Love • Peace • Trust**

## School Accessibility Plan

To help draw-up an accessibility plan it will be helpful to carry 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](http://www.inclusion.org.uk) or Inclusion Quality Mark [www.publicsectormatters.com](http://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, Kent 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
<b>Short term</b>	1. School is aware of the access needs of disabled children.	Create access plans for individual disabled children as part of EHC process as any disabled children are admitted to the School	Ongoing as pupils are admitted	SENCO	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.
	2. School staff are aware of access issues.	Provide information and training on disability equality for all staff. Use Staff meeting or Inset to disseminate and review information	On-going as required	Headteacher/SENCO	Raised confidence of staff in commitment to meet access needs.
	3. All building work has considered Accessibility guidance.	Share accessibility toolkit with relevant personnel and contractors to ensure any works maintain or improve accessibility.	On-going	Headteacher/SBM	On-going improvements in access to all areas where feasible when undertaking routine and maintenance works.
	4. Improve access to the reception area at the Main School Entrance	Replace Motorised opening arm on main entrance door (may have to be 2017-18 budget) Add a notice stating that the door opens outwards. Mark the paving with visible lines showing the door opening sweep.	By Sept 2017	Business Manager	Disabled parents/carers visitors feel more welcome and can access School building .
	5. Ensure that all	a) Put in place Personal	Ongoing as	SENCO	All disabled children and

	disabled pupils can be safely evacuated	Emergency Evacuation Plans for all disabled children  b) Develop a system to ensure all staff are aware of their responsibilities under the PEEPs	any disabled pupils are admitted	Headteacher/governing body	staff working with them are safe and confident in event of fire. "
<b>Medium term</b>	1. Review and replace lighting and consider colour contrasts on doorways etc in areas for visually impaired children.	Seek advice on the lighting in all teaching areas from the Sensory Needs Service	As required if and when such pupils come on roll	SENCO	Lighting and accessibility improved for visually impaired children in school.
<b>Long term</b>	1	None currently			

## Improving access to the curriculum

	Targets	Actions	Timescale	Responsibilities	Outcomes
<b>Short Term</b>	1. Maintain and improve knowledge of staff in differentiating the curriculum	a) Undertake audit of staff training needs on curriculum access. b) Assign staff meeting time to training identified e.g. dyslexia, limited mobility, lack of hearing, alternative recording	By April 2017	SENCO	Raised confidence of staff in strategies for differentiation and increased pupil participation.
	2. 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 relevant CPD courses each year where appropriate	By April 2017  On-going	SENCO	Raised confidence of TAs as above. Children benefit from equal access to all areas of curriculum
	3. Ensure all staff are aware of disabled children's curriculum access needs	Update system of individual access plans for disabled children. Share information with appropriate staff	As required if and when such pupils come on roll	SENCO	All staff aware of individual pupils' access needs.
	4. Ensure all staff are aware of, and able to use, SEN software and	a) Audit all SEN ICT and other resources and make list available to staff;	By Sept 2017	SENCO	Wider targeted use of SEN resources in class.

	resources	b) Run training sessions on use of SEN Resources	As required	SENCO	
	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success criteria</b>
<b>Medium Term</b>	1. Ensure all school trips and camps are accessible to all	Develop guidance for staff on making trips accessible	As required if and when such pupils come on roll	Headteacher	All children in school able to access all school trips and take part in range of activities.
	2 Review PE Curriculum to make PE accessible to all	<ul style="list-style-type: none"> <li>a) Gather information in accessible PE and Disability Sports;</li> <li>b) Consider equipment, planning and support that may be required to support access to the PE Curriculum</li> </ul>	By September 2017	PE Coordinator	All children able to access PE and disabled children more able to excel in sports.
<b>Long Term</b>		<b>None Currently</b>			

## Improving access to information

	Targets	Actions	Timescale	Responsibilities	Success criteria
<b>Medium Term</b>	1. 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 means of communication to parents / carers	On admission  By September 2017	Headteacher	All parents getting information in format that they can access e.g. CD, large print etc
	2. Ensure all staff are aware of guidance on accessible formats	Provide guidance to staff on dyslexia and accessible information types	By Sept 2017	SENCO	Staff produce routine information to children in accessible ways.
<b>Long Term</b>		<b>None Currently</b>			