

Ratton School Accessibility Plan 2009

Improving access to the physical environment

	Targets	Actions	Complete by?	Responsibility	Outcomes
Short term	1. School is aware of the access needs of disabled children.	a) Create access plans for individual disabled children as part of IEP process		SENCO	Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.
	2. School staff are better aware of access issues.	a) Provide information and training on disability equality for all staff.		Headteacher/governing body	Raised confidence of staff and governors in commitment to meet access needs.
	3. All building work has considered East Sussex Accessibility guidance.	a) Share East Sussex accessibility toolkit with relevant personnel and contractors.		Headteacher/governing body	On-going improvements in access to all areas when undertaking routine and maintenance works.
	4. Improve access to the reception area	a) Rearrange furniture so area is wheelchair accessible and put in waiting chairs for visitors b) Put up clear signs in the reception with symbols, welcome sign in different languages and formats	2008	Caretaker School Secretary/ Headteacher	Disabled parents/carers visitors feel more welcome.
	5. Improve signage	a) Replace external light bulbs		Caretaker	Visually impaired people

	and external access for visually impaired people	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		Caretaker Headteacher	feel safe in the grounds. " Access around the site easier for all.
	6. Redesign the library to make all shelves accessible to all children	a) Reduce height of shelves b) Alter layout to make area wheelchair accessible		Literacy Consultant/ Caretaker "	All children have independent access to all books.
	7. Repaint 5 classrooms in colours with suitable contrasting woodwork	a) Seek advice from the East Sussex Guidance or Sensory Needs Service Get on appropriate colours b) When classes are painted under Routine and Maintenance, include contrasting colours		SENCO Caretaker/ Contractor	Colour schemes that support teaching, learning and behaviour. Classes accessible for visually impaired pupils.
	8. Ensure that all disabled pupils can be safely evacuated	a) Put in place Personal Emergency Evacuation Plans for all children b) Develop a system to ensure all staff are aware of their responsibilities		SENCO Headteacher/governing body	All disabled children and staff working with them are safe and confident in event of fire. "
Medium term	1. Paint a disabled person's parking bay with access to reception	a) Allocate a space b) Install a dropped kerb to		Headteacher/governing body "	Accessible parking bay for disabled staff/visitors. Easy access from car

		enable access to the reception from car park			park to reception for wheelchair users/people with pushchairs etc.
	2. Improve accessibility of the ICT suite	a) Seek advice from ICT team on optimum layout of furniture and move b) Seek advice from ICT team accessible hardware (keyboards and mice) to inform replacement of 5 computers next term		ICT Co-ordinator "	Layout optimises teaching and learning and behaviour. Hardware available to meet needs of a wider arrange of children.
	3. Review and replace inadequate lighting in all areas	a) Seek advice on the lighting in all teaching areas from the Sensory Needs Service		SENCO	Lighting improved for visually impaired and hearing impaired children currently in school.
	4. Improve acoustics in the hall	a) Seek advice from the Sensory Needs Service b) Make alterations e.g. curtains, ceiling tiles and loop system		SENCO Headteacher	Hearing impaired children and adults better able to access activities in Hall.
Long term	1. Secure funding for a lift to upper floors	a) Seek funding from the Capital Strategy Team at County Hall. Any possible money will not be used to fund work that: <ul style="list-style-type: none"> • Costs less than 15k in a Secondary school • Costs less than 10k at a 		Headteacher	Access to upper floors for all.

		<p>primary school larger than 1.5fe</p> <ul style="list-style-type: none"> • Cost less than 5k at any other primary School <p>Such works will be funded through the school's devolved formula capital. (Schools with a licensed deficit should seek advice from CST)</p>			
	2. Install an accessible toilet for pupils with an inbuilt hygiene area	"	2006	Headteacher	Able to admit a wider range of pupils with impairments.
	3. Ensure all fire escape routes are suitable for all	<p>a) Request advice from Capital strategy Team or county Health and Safety Adviser on accessibility of exit routes and fire doors</p> <p>b) See 1a) above</p> <p>c) Install ramps to make level egress on all fire exits</p> <p>d) Alter the fire doors to make them accessible to disabled people</p>		<p>SENCO</p> <p>LA</p> <p>LA</p> <p>LA</p>	<p>All disabled staff, pupils and visitors able to have safe independent egress in emergency situations.</p> <p>"</p> <p>"</p> <p>"</p>
	Targets	Strategies	Timescale	Responsibility	Success criteria
	4. Redesign the	a) Carry out access audit on		Headteacher	All disabled people able

	reception security and entry system to make it more accessible and welcoming	reception area and consult disabled people's organisations, e.g. ESDA. b) Knock down the wall to make reception office door accessible and put in a window for visitors at accessible height c) Install a hearing loop for deaf people d) Relocate and change the door entry system to make it accessible to hearing impaired, visually impaired and other disabled people		" " "	to access reception and enter independently. " "
	5. Ensure all common facilities accessible to disabled children	a) Move ICT Suite and Library to ground floor and relocate 2 classrooms	2006	Headteacher	At least one classroom for each year and all common facilities are on the ground floor.

Improving access to the curriculum

	Targets	Actions	Timescale	Responsibilities	Outcomes
Short Term	1. 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		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 at least 6 relevant CPD courses each year		SENCO "	Raised confidence of TAs as above. "
	3. Ensure all staff are aware of disabled children's curriculum access	a) Set up system of individual access plans for disabled children. b) Set up system for information to be shared with appropriate staff		SENCO "	All staff aware of individual pupils' access needs. "
	4. 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,		SENCO SENCO	Wider use of SEN resources in mainstream classes. "

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	Targets	Strategies	Timescale	Responsibilities	Success criteria
Medium Term	1. Ensure all school trips and camp are accessible to all	a) Develop guidance for staff on making trips accessible b) Investigate new camp location that is accessible for next year	By Jan 2007 Summer 2007	Headteacher Year 10 Coordinator	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	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		PE Coordinator " "	All children able to access PE and disabled children more able to excel in sports.
	3. 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 address disability equality issues d) Have section on disability equality and curriculum access planning sheets		Headteacher/Subject leaders PSHE and Citizenship Co-ordinator PSHE and Citizenship Co-ordinator Headteacher/Subject leaders	Gradual introduction of disability issues into all curriculum areas.
Long	1. Develop consistent	a) Devise and consult on		SENCO	All staff confident and

Term	approach to differentiation and alternative recording in school	model school policy with good practice guidance b) Organise 2 INSET sessions to share good practice		SENCO	consistent in range of differentiation strategies and use of alternative recording.
	2. 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 b) Organise additional activities for excluded pupils		Identified Year 6 teacher "	Disabled children confident and able to participate equally in out of school activities.
	3. Ensure all staff have undertaken disability equality training	a) Set up Inset training for all staff on disability equality, explore support from Special Schools. b) Ensure new staff access similar CPD courses		CPD Co-ordinator "	All staff work from a disability equality perspective.
	4. Develop links with local special school to improve understanding of curriculum	a) Organise opportunities for staff to observe their curriculum area at Local Special School b) Establish link meetings for curriculum coordinators		SENCO SENCO	Increased confidence of staff in developing their curriculum area accessibly.
	5. Develop system for involving TA's in curriculum planning	a) Establish joint TA/ teacher planning opportunities b) Set up system for joint TA's/teacher evaluations		SENCO	Improved involvement of TA's in planning and evaluation of lessons.

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APRIL 2010

Improving access to information

	Targets	Actions	Timescale	Responsibilities	Success criteria
Short Term	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 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		Headteacher "	All parents getting information in format that they can access e.g. tape, large print, Braille.
	2. 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		SENCO "	Staff start to produce routine information to children in more accessible ways.
	3. Inclusive discussion of access to information in all annual reviews	a) Ask parents/carers and children about access to information and preferred formats in all reviews b) Develop strategies IEPs to meet needs		SENCO "	Staff more aware of pupil's preferred methods of communication.
Medium Term	1. Establish British Sign Language with the school	a) Invite a Deaf teacher to introduce Deaf culture to		PSHE Coordinator	All children knowing some basic BSL Signs and Deaf

		<p>assembly and run session for Year group or class.</p> <p>b) Establish BSL after school club for children parents/carers and staff</p> <p>c) Routinely offer BSL Interpreter to Deaf parents for all events</p>		"	parents can be included in all school activity.
	2. Redesign school brochure to be accessible	<p>a) Seek advice making information accessible for Bristol and District People First</p> <p>b) Redesign brochure in Plain English etc. and ensure it explicitly welcomes disabled children and those with SEN</p>		<p>Headteacher</p> <p>"</p>	Parents/carers feel confident in the information they have about the school.
	3. Produce accessible leaflet and increase support for parents of disabled children	<p>a) Work with parents of disabled children to produce an accessible SEN leaflet for the school.</p> <p>b) Set up a parents' group for training and support</p> <p>c) Routinely distribute information from</p>		<p>SENCO</p> <p>SENCO</p> <p>SENCO</p>	Increased confidence of parents of disabled children and those with SEN to support their children's education.

		Supportive Parents d) Establish a parent's information board on SEN / disability issues		SENCO	
Long Term	1.Children become more aware of their own learning styles and access needs	a) Include access to information in Circle Time b) Encourage pupils to express their access needs and explore learning styles		All teachers "	Children able to articulate their access needs and understand their own learning styles.
	2. Review all signs in school to include Makaton Symbols	a) Gradually replace written signs including symbols b) Put symbols onto displays to enhance text		Headteacher	Every one can understand signage and find way around school.
	3. Develop visual timetabling in all classes	a) Staff meeting to share good practice b) Agree whole school approach		SENCO Staff meeting	All children clear about timetable and secure about what is happening.

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.