

### Sixpenny Handley First School Accessibility Plan July 2019 to July 2022 : Improving access to the curriculum

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
A CPD programme needs to be developed to ensure that all staff have an awareness of epilepsy, the impact of this condition on health, learning and emotional well-being and the strategies that can be used to support such pupils.	<ol style="list-style-type: none"> <li>Whole school staff (including support staff) awareness training provided by local specialist nurse</li> <li>Online training modules (e.g. through Epilepsy Action) undertaken by all staff</li> <li>Specific cases will be identified and strategies to ensure optimal learning will be discussed with relevant professionals, e.g. the educational psychologist</li> <li>Pupils with epilepsy will be provided with an Individual Healthcare Plan in line with Supporting pupils at school with Medical Conditions.</li> </ol>	<p>Headteacher</p> <p>All staff, including support staff</p> <p>SENDCO</p> <p>Headteacher and responsible Governor</p>	<p>By December 2019</p> <p>By December 2019</p> <p>By April 2020</p> <p>By September 2019</p>	<ul style="list-style-type: none"> <li>Pupils and their families feel supported and their needs understood;</li> <li>Pupils with epilepsy have increased access to an appropriate curriculum, differentiated as necessary and according to their individual needs;</li> <li>Pupils with epilepsy continue to achieve in line with their ability;</li> <li>Teachers and support staff are confident in meeting the needs of pupils with epilepsy and know how to support them, including in an emergency.</li> </ul>
All out of school activities need to be planned in advance to ensure that all pupils with a disability are able to take part, in line with EY's Childcare Action Plan.	<ol style="list-style-type: none"> <li>Ensure all school staff are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments through INSET training</li> <li>Review all upcoming out of school activities ensuring that sites are suitable for all children with a disability, whether this be for physical access, to ensure sensory needs can be catered for, etc.</li> <li>Consider any reasonable adjustments required to enable pupils with a disability to take part</li> </ol>	<p>Headteacher and responsible governor</p> <p>Senior Leadership Team</p> <p>Individual class teachers and SENDCO</p>	<p>By December 2019</p> <p>By December 2019</p> <p>On going</p>	<ul style="list-style-type: none"> <li>No out of school activities are planned without consideration of how pupils with a disability will be included;</li> <li>All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements;</li> <li>Pupils with a disability have access to all school activities such as trips out, residential visits, extended schools activities and sporting events</li> <li>Pupils and their families feel included in out of school activities.</li> </ul>

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<p>A CPD programme needs to be developed to ensure that all staff have an awareness of xxxxx, the impact of this condition on health, learning and emotional well-being and the strategies that can be used to support such pupils.</p>	<ol style="list-style-type: none"> <li>1. Whole school staff (including support staff) awareness training provided by local specialist nurse</li> <li>2. Working alongside the pre-school setting to ensure there is a carefully planned handover including Health Care Plans and Risk Assessments</li> <li>3. Specific cases will be identified and strategies to ensure optimal learning will be discussed with relevant professionals, e.g. the educational psychologist</li> <li>4. Pupils with xxxx will be provided with an Individual Healthcare Plan in line with Supporting pupils at school with Medical Conditions.</li> </ol>	<p>Headteacher</p> <p>All staff, including support staff</p> <p>SENDCO</p> <p>Headteacher and responsible Governor</p>	<p>By Spring 2020</p> <p>By December 2019</p> <p>By September 2019</p>	<ul style="list-style-type: none"> <li>• Pupils and their families feel supported and their needs understood;</li> <li>• Pupil with xxxx has increased access to an appropriate curriculum, differentiated as necessary and according to their individual needs;</li> <li>• Pupil with xxxx continue to achieve in line with their ability;</li> <li>• Teachers and support staff are confident in meeting the needs of pupils with xxxx and know how to support them, including in emergency situations;</li> <li>• Appropriate plans are in place, for example, Educations Healthcare Plan and Risk Assessments.</li> </ul>
<p>The curriculum intent needs to be mapped out to ensure that all pupils with a disability can access the learning alongside their peers.</p>	<ol style="list-style-type: none"> <li>1. Whole school staff meeting(s) to map out a three year rolling programme where intent is clear and in line with CMS.</li> <li>2. Ensure all school staff are aware of the duties on schools set out within the Equality Act 2010 and the need to provide reasonable adjustments through INSET training</li> <li>3. Ensure all activities are fully accessible and all needs of children are met, for example, sensory, behavioural, emotional etc.</li> <li>4. Monitor the implementation and impact of the curriculum.</li> </ol>	<p>Headteacher</p> <p>All staff, including support staff</p> <p>Headteacher</p> <p>Subject Leaders</p> <p>Governors</p>	<p>By September 2019</p> <p>By September 2019</p> <p>On-going over the three year rolling programme</p>	<ul style="list-style-type: none"> <li>• No curriculum activities are planned without consideration of how pupils with a disability will be included;</li> <li>• All learning and curriculum activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements;</li> <li>• Pupils with a disability have access to all school activities such as trips out, residential visits, sparkly starters and fabulous finishes;</li> <li>• Pupils and their families feel included in curriculum activities and no pupils are disadvantaged.</li> </ul>

## Sixpenny Handley First School Accessibility Plan July 2019 to July 2022 : Improving the physical environment

This plan is structured in conjunction with the school's Condition Improvement Survey, the school Safeguarding File, Health & Safety Audits and the Capital Improvement Funding bid arrangements. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?	Cost (estimate)
<p><i>The outside areas of the school require improvement; specifically the areas of:</i></p> <ul style="list-style-type: none"> <li>• paving;</li> <li>• external lighting.</li> </ul>	<ol style="list-style-type: none"> <li>1. <i>Access to the school should be reviewed for any potential hazards, for example, loose paving slabs, raised areas (ie outside the schools hall, slabs holding the boundary on to the pavement).</i></li> <li>2. <i>Ensure lighting to the Extended Services building and the outside of the school hall and main school from entrance car is operational, adequate and considers pollution and local issues;</i></li> </ol>	<p><i>Headteacher &amp; Governor for Health &amp; Safety</i></p>	<p><i>By December 2019</i></p> <p><i>On-going, particularly in the winter months</i></p>	<ul style="list-style-type: none"> <li>• <i>The areas outside of the school building are safe and welcoming and the physical environment is improved by removing any hazards;</i></li> <li>• <i>Pupils with disabilities and their families are easily and quickly able to access the school building.</i></li> </ul>	
<p>The internal areas of the school require improvement to ensure that fire regulations are met and pupils with physical difficulties can access the school environment and hear fire bells. Specifically the:</p> <ul style="list-style-type: none"> <li>• Upstairs area</li> <li>• The Year 4 classroom</li> </ul>	<ol style="list-style-type: none"> <li>1. The stairs to the upstairs rooms will be re-designed to ensure that the adequate width and gradient are in line with fire regulations.</li> <li>2. The area will be redecorated to ensure they are accessible and safe.</li> <li>3. Fire regulations are followed to ensure that all classrooms have a fire detector and all pupils can adequately hear this, regarding their needs.</li> </ol>	<p>Site Manager</p> <p>Site Manager</p> <p>Headteacher, Site Manager, Reception staff</p> <p>Hookway and HAT SBM</p>	<p>Completed by December 2019</p>	<ul style="list-style-type: none"> <li>• The access to the upstairs area is modified, as much as possible, to ensure safe and appropriate access;</li> <li>• Pupils and their families feel needs are met</li> </ul>	

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Appropriate resources to be considered for EY's pupils with specific needs and disabilities so they can fully access the environment to reach their full potential, for example, table/chair height and access to the toilet facilities.	<ol style="list-style-type: none"> <li>1. Support received from the Occupational Therapist to ensure that appropriate equipment is purchased.</li> <li>2. Equipment to be used in the appropriate rooms, for example, the classroom and the lunch hall.</li> </ol>	<p>Headteacher</p> <p>SENDCO</p> <p>Class Teachers and Support Staff</p>	<p>June 2019</p> <p>From September 2019 and reviewed at least annually</p>	<ul style="list-style-type: none"> <li>• Pupils can safely access the toilet independently or with assistance if necessary, aiding better life outcomes.</li> <li>• Pupils can adequately access table top learning safely and appropriately without causing discomfort or injury.</li> <li>• Pupils and their families feel needs are met</li> </ul>	
Ensure that the new housing development on Common Road works with the school to develop safe parking and crossing facilities.	<ol style="list-style-type: none"> <li>1. School to regularly attend meetings with the Parish Council to stay abreast of the building works.</li> <li>2. School to input on the development and consider the needs of all our pupils and families.</li> </ol>	<p>Headteacher</p> <p>Governors</p>	<p>On-going until July 2022</p>	<ul style="list-style-type: none"> <li>• Safe crossing areas are outside the school as traffic increases at key times of the school day.</li> <li>• Safe 'drop off' and car parking zones are created within the new housing development, taking into consideration all pupils and staff needs.</li> <li>• Disabled parking is considered and increased from one space, if required.</li> </ul>	

**Sixpenny Handley First School Accessibility Plan July 2019 to July 2022 : Making written information more accessible**

<b>What needs to be done?</b>	<b>How will this be achieved?</b>	<b>Who is responsible?</b>	<b>When will this be done?</b>	<b>How can we tell if this is successful?</b>
<p>The availability of written information in accessible formats needs to be reviewed, starting with content on the school's website</p>	<ol style="list-style-type: none"> <li>1. The Headteacher, parent council and the school parliament will consider all written information available to pupils and their parents in detail. Pupils with a disability will be asked to take part in this activity and give their feedback on how well this information meets their needs. The school will consider the needs of both its current and future pupils during this exercise;</li> <li>2. The school will make itself aware of the services available through local charities, providers and Dorset County Council for converting written information into alternative formats (e.g. the use of symbols, large font, listening aids etc.) and will research good practice in other schools.</li> </ol>	<p>Headteacher SENCO, parents, pupils and other staff where appropriate</p> <p>Headteacher and SENCO</p> <p>Governors</p>	<p>July 2020</p>	<ul style="list-style-type: none"> <li>• All future written information is designed with the specific needs of disabled pupils in mind;</li> <li>• Disabled pupils and their parents have an increased awareness of all matters usually communicated via written means;</li> <li>• Delivery of said information to disabled pupils and their parents is improved and meeting their requirements.</li> </ul>
<p>The awareness of adults working at and for the school needs to be raised, regarding the importance of using a range of communication systems according to individual need</p>	<ol style="list-style-type: none"> <li>1. Whole school awareness training regarding methods of communication to aid learning/understanding for pupils with different needs, for example, ASC, Attachment, Speech &amp; Language;</li> <li>2. A communication audit by SALT and other specialist services as appropriate to the needs of pupils at the school;</li> <li>3. Specific training for those developing written information for the school and class teachers supporting pupils with specific needs.</li> </ol>	<p>Headteacher</p> <p>SENDCO</p>	<p>On going from September 2019 – July 2022</p>	<ul style="list-style-type: none"> <li>• Staff are aware of the different ways in which pupils take on and learn new information;</li> <li>• Thought is given to all future communication with disabled pupils in mind;</li> <li>• The school is more effective in meeting the needs of pupils with a disability;</li> <li>• Pupils with a disability and their parents feel welcome and confident that their needs are being met.</li> </ul>

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<p>The school website is fully accessible and holds all the correct information. Consideration is given for 'talking' parts of the website, for example, key policies.</p>	<ol style="list-style-type: none"> <li>1. Regular reviews of the school website conducted by the governors at least three times per year.</li> <li>2. Best practice shared and developed amongst the HAT.</li> <li>3. Research given to other websites and changes/amendments made as appropriate.</li> <li>4. Annual questionnaires to have a focus on the website and its effects.</li> </ol>	<p>Governors with responsibility for the website</p> <p>Headteacher</p> <p>Teaching staff and curriculum leaders</p>	<p>On going from July 2019 – July 2022.</p>	<ul style="list-style-type: none"> <li>• School website if fully up to date and accessible for all;</li> <li>• School website is in line with DfE recommendations and HAT expectations;</li> <li>• All parents/carers report that the website is effective and useful.</li> <li>• Governor minutes report that actions are remedied in a timely manner.</li> </ul>