



# Colliers Green Church of England Primary School

## *School Accessibility Plan 2018*

This document sets out the School Accessibility Plan for Colliers Green C of E Primary School. This plan set out how we will operate within relevant legal and statutory frameworks and with reference to our core values of Aspiration, Resilience and Community.

### *Approval:*

On behalf of the School:

On behalf of the Governing Body:

Date:

Date:

Nicola Hirst  
Headteacher

John Speller  
Chair of Governors

*Review date:  
May 2020*



The Diocese of Canterbury



In drawing up an accessibility plan it will be helpful to carry out:

1. An audit of the accessibility of the buildings.

This will help to 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 for 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.publicsectormatter.com](http://www.publicsectormatter.com)

2. Development of 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).

3. The school is aware of the access needs of disabled children, staff and parents.

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 considers the access needs of staff and parents.

Improving access to the physical environment:

	Targets	Actions	Timescale	Responsibility	Outcomes
SHORT TERM	<p>1 School is aware of the access needs of any disabled pupils</p> <p>2 School staff are aware of access issues</p> <p>3 All building work has considered accessibility guidance</p> <p>4 Ensure all disabled pupils can be safely evacuated</p>	<p>Write access plans for any individual disabled children as part of the EHC process as and when any disabled children are admitted to the school</p> <p>Provide information and training on disability equality for all staff. Use staff meeting time to disseminate and review information</p> <p>Share accessibility toolkit with relevant personnel and contractors to ensure any works, especially regarding the new build, improves accessibility</p> <p>Emergency Evacuation Plan for all disabled pupils</p>	<p>Ongoing</p> <p>Ongoing as required</p> <p>Ongoing</p> <p>Ongoing as any disabled pupils are admitted</p>	<p>SENCo</p> <p>Headteacher and SENCo</p> <p>Headteacher, Premises Committee, New Build Committee</p> <p>SENCo and Headteacher</p>	<p>Individual plans in place for all disabled pupils and all staff aware of pupils' access needs</p> <p>Raised confidence of staff in commitment to meet access needs</p> <p>Improvements to the accessibility of classrooms for any disabled pupils</p> <p>All disabled pupils and staff working with them are safe and confident in the event of a fire</p>
MEDIUM TERM	To ensure that all health and safety concerns are managed effectively and swiftly.	<p>Termly walk around: head teacher, site manager and premises committee to note repairs needed to ramps, steps and general surfaces around school.</p> <p>Staff to raise concerns at weekly briefing.</p>	On going	<p>Head teacher</p> <p>Site Manager</p> <p>Premises Committee</p> <p>All staff</p>	All children have classroom and play areas which have easy access for any disabled children.
LONG TERM	Ensure that the new classrooms are fully accessible for all disabled pupils	SLT and New Build Committee to continue working with the EFA to finalise plans for the 4 new classrooms.	Ongoing	<p>SLT</p> <p>New Build Committee</p> <p>EFA</p>	All children have new classrooms which have full, easy access for any disabled child.

improving access to the curriculum:

	Targets	Actions	Timescale	Responsibilities	Outcomes
SHORT TERM	1 Maintain and improve knowledge of staff in differentiating the curriculum	Undertake audit of staff training needs on curriculum access Assign staff meeting time / Inset to training needs identified i.e. Dyslexia, ASD, limited mobility, hearing impairment	By April 2018	SENCo and Headteacher	Raised confidence for staff in strategies for differentiation and increased pupil participation
	2 Ensure support staff have access to training on disability issues	Use staff audit to identify training needs.	By April 2018	SENCo	Raised confidence in support staff as above. Children benefit from equal access to all areas of the curriculum
	3 Ensure all staff are aware of disabled children's curriculum access needs	Support staff to have access to CPD courses where appropriate.  Update individual access plans for any disabled children and share information with appropriate staff	As required	SENCo	All staff aware of individual pupils' access needs
	4 Ensure all staff are aware of, and able to use, SEN software and resources	Ensure medical plans are updated with parents at least twice year ( more if advice stipulates this)  Audit SEN ICT and other resources and run training sessions to provide skills and resources. SENCo to consult with other lead practitioners regarding software and/or equipment.	On going as any disabled child is admitted.	SENCo	Wider targeted use of SEN effective resources in school.

<p>MEDIUM TERM</p>	<p>1 Ensure all school trips and residential are accessible to all.</p> <p>2 Review PE Curriculum to make PE accessible for all</p>	<p>Develop guidance for staff on making trips accessible. Share risk assessments with staff and how to complete.</p> <p>Gather information from Accessible PE and Disability Sports. Work in partnership with School Games and Premier Sport to ensure the PE curriculum is fully accessible to all children.</p> <p>Consider equipment, planning and support which enable children to access PE: Sensory Circuits, BEAM, Jump Ahead, PE Development Sessions.</p> <p>Review clubs available after school to ensure they are accessible for disabled children.</p>	<p>As required</p> <p>Initial plan September 2017</p> <p>Review each term</p>	<p>Head teacher</p> <p>SENCo</p> <p>PE Coordinator</p>	<p>All children in school to access all trips.</p> <p>All children to access PE and disabled children more able to excel in sport. Sports Funding spent to develop this ( see Sports Funding- Evidencing the Impact)</p>
<p>LONG TERM</p>	<p>NONE CURRENTLY</p>				

Improving access to information:

	Targets	Actions	Timescale	Responsibilities	Outcomes
MEDIUM TERM	1 Review information to parents to ensure it is accessible	Ask parents about access needs on admission to school. Also at other points of the year through parental questionnaire. Make these points clear through the school website.	On admission and through twice annually parent questionnaire	Head teacher	All parents receiving information in a format that is accessible
	2 Ensure all staff are aware of guidance on accessible formats	Provide guidance to staff on current needs within school through the staff intranet, staff room reference books and CPD courses.	On going	Head teacher and SENCo	Staff refer to resources shared to ensure their practice is accessible to all children.