



## **BREDE SCHOOL**

### *School Accessibility Plan 2020-2023*

#### **Purpose of Plan**

This plan shows how Brede Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

#### **Definition of disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

To help implement an accessibility plan we will:

1. Carry out an audit of the accessibility of the building.
2. Use East Sussex guidance on making our schools more accessible.
3. Develop staff awareness and understanding of disability discrimination, access issues and the promotion of disability equality.
4. Support, advice and training on these issues may be sought from a number of services within the local authority and voluntary and community groups.
5. Be aware of the access needs of disabled children, staff and parents/carers.
6. Ensure that the information needs of existing disabled pupils are being met.
7. Consider what we would need to respond to the needs of future disabled pupils, staff and parents/carers.

## Improving access to the physical environment

Targets	Actions	Timescale	Responsibility	Outcomes
Access into school to be fully compliant	Wide doors and corridors	2020-2023 Ongoing	HT	Physical accessibility increased
Improvements for visually impaired	Ramps and steps highlighted/painted where applicable	2020-2023 Ongoing	HT/Caretaker	Hazards are highlighted to increase safety for visually impaired
Improvements for hearing impaired	Install hearing loop when appropriate	2020-2023 Ongoing	SENCO	Improved experience for pupils with hearing difficulties
Safe access around interior	Awareness of flooring, furniture & layout in planning for disabled pupils	2020-2023 Ongoing	SENCO	Pupils with disabilities can move safely around school

## Improving access to the curriculum

Targets	Actions	Timescale	Responsibilities	Outcomes
1. Increase confidence of staff in differentiating the curriculum	<p>a) Undertake audit of staff training needs on curriculum access.</p> <p>b) Assign Staff Meeting/ Twilight training to address CPD needs</p>	2020-2023 Ongoing	<p>SENCo</p> <p>SENCo</p>	Raised confidence of staff in strategies for differentiation and increased pupil participation.
2. Ensure TAs have access to specific training on disability issues	<p>a) Use staff audit to identify TA training needs and inform Professional Development process</p> <p>b) TAs to access at least 3 relevant CPD courses each year</p>	2020-2023 Ongoing	<p>Deputy Headteacher</p> <p>Deputy Headteacher</p>	Raised confidence of TAs in supporting children in accessing their learning.
3. Ensure all staff are aware of, and able to use, SEN software and resources	<p>a) Audit all SEN ICT and other resources and make list available to all staff</p> <p>b) Run individual training sessions on use of SEN Software</p>	2020-2023 Ongoing	<p>SENCO</p> <p>SENCO</p>	Wider use of SEN resources in mainstream classes.
4. Ensure all school trips are accessible to all	a) Develop guidance for staff on making trips accessible	2020-2023 Ongoing	Headteacher	All children in school able to access all school trips and take part in range of activities.

5. Review PE Curriculum to make PE accessible to all	<p>a) Gather information in accessible PE and Disability Sports</p> <p>b) Invite disabled sports people in for particular sessions</p> <p>c) Review PE curriculum to include disability sports</p>	2020-2023 Ongoing	PE Co-ordinator SSCO - Jane Dalloway	All children able to access PE and disabled children more able to excel in sports.
6. Ensure disabled children participate equally in after school and lunch time activities	<p>a) Survey participation in clubs at lunch and after school by disabled children</p> <p>b) Organise additional activities for excluded pupils</p>	2020-2023 Ongoing	SENCo	Disabled children confident and able to participate equally in out of school activities.

## Improving access to information

Targets	Actions	Timescale	Responsibilities	Outcomes
1. Review information to parents/carers to ensure it is accessible	<p>a) Ask parents/ carers about access needs when child is admitted to school</p> <p>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></p>	2020-2023 Ongoing	<p>EYFS teacher/ Secretary</p> <p>Secretary</p>	<p>Parents/ carers agree that access needs are being met.</p> <p>All parents getting information in a format that they can access e.g. tape, large print, Braille, EAL.</p>