Balcombe C E (C) School



Accessibility Plan

Adopted by Governors:	Sep 2014
Reviewed:	Oct 2016
Next Review:	Oct 2019

Balcombe C E Primary School has been described as successfully fostering a family atmosphere among its small community of pupils and the strong ethos of care and consideration leads to pupils good spiritual, moral, social and cultural development, good behaviour, attendance and enjoyment of school. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

This plan shows how Balcombe 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.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)

- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Contextual Information

Balcombe Primary School has been in its current location since 1896. The main part of the school is Victorian, with additional classrooms having been added over a period of time and finally a hall approx. 15 years ago. Entry into the school at the main entrance is flat, with double doors suitable for wheelchair access. Access to four out of the five classrooms is via steps, as is access to the playground and field.

At present we have no wheelchair dependent pupils, parents or members of staff.

Current Range of Known Disabilities

Currently we have children with a range of SEND learning, but no pupils or parents with physical disabilities.

Increasing Access for Disabled Pupils to the School Curriculum

Improving teaching and learning is at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Timescale	Responsibility	Success Criteria
Build on confidence of all staff in differentiating the curriculum	Be mindful of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods	On-going	SENCO	Increased staff confidence in strategies for differentiation and increased pupil participation
Ensure TA's have specific training on disability issues	Be aware of staff training needs Staff access appropriate	As required	SENCO	Increased confidence and awareness of support staff
Make all staff aware of the disabled children's curriculum access	Introduce a system of individual access plans for disabled pupils as necessary	As required	SENCO	Increased staff awareness of individuals needs
Make better use of ICT software to support learning	Make sure software is installed and maintained where needed	As required	ICT	Increased use of SEN resources in classrooms
Educational visits to be accessible to all	Improve guidance for staff on ensuring trips are accessible for all	As required	HT/EVC	Everybody to be able to participate in all educational visits and activities
Ensure PE is accessible to all, review PE curriculum	Explore information on accessible PE and sports for disabled students Locate & contact qualified disabled sports operators to come into school	As required	PE Cordinator	Everybody to participate and excel in PE.

Improving Access to the Physical Environment of the School

Balcombe School is a popular school and often struggles to accommodate all children within catchment. It is hoped that, in the future, we will be able to expand the buildings and improve the facilities.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

Target	Strategies	Timescale	Responsibility	Success Criteria
Balcombe is aware of access needs for disabled everybody at the school including visitors etc.	Create an access plan for each disabled pupil as part of the IEP process as necessary Be mindful of staff, governors and parents access needs and meet as appropriate During recruitment process, to consider access needs	As required At induction and on-going as necessary Recruitment process	SENCO Headteacher Headteacher	ILPs to be in place for disabled pupils and for all staff to be aware of each pupil's needs All employees feel confident their needs are met. Parents have full access to all school activities Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers and visitors when considering any redesign	As required	Head/ Governors/ Premises Manager/ School Surveyor	School to be usable by all.
Signage to be improved and look at external access for visually impaired people	To place yellow strip mark step edges where necessary	On going	Premises Manager	Anyone who is visually impaired to feel safe when on school grounds
Evacuation of all disabled people can be carried out safely	Create a Personal Emergency Evacuation Plan (PEEP) for all with difficulties Create a system ensuring all staff are aware of their responsibilities	As required Every September	SENCO SENCO	All disabled people working alongside each other are safe in the event of a fire
Ensure access to IT equipment	Back-up equipment in place to ensure access to all hardware - including hall, if required	On-going and as required Software may be required	ICT	Hardware and software available to meet the needs of pupils as necessary

To support hearing impaired – obtain hearing equipment for classrooms	Apply for support from LA hearing impaired unit on the appropriate equipment	As required	LA hearing officers	All pupils to have access to the equipment
Suitable fire escape route for disabled pupils	Entrance/exits routes visual check	Weekly, as required	Premises Manager	Everyone to have safe, independent exit/entrance routes

Improving the Delivery of Written Information to Disabled Pupils

To make written information that is normally provided by the school available to disabled pupils and could include items such as; handouts, textbooks and information about school events. The information would take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

We need to establish the current level of need and be able to respond to changes in the range of need. The school will identify agencies and sources of such materials to enable for provision to be made when required. The schools ICT infrastructure will also assist us to access a range of materials supportive to need.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure information for parents/carers is accessible	School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.	During induction On-going	KS1/office School Office/ Website design team	All parents receive information in a form that they can access All parents understand what are the headlines of the school information
Delivery of information (in writing) in an appropriate format	Make available enlarged, clear print for pupils with visual impairment	As required	Office	Excellent communication
Make all staff aware of guidance on accessible formats	Provide guidance/support to staff about dyslexia and accessible information	On-going	SENCO	Staff to produce and maintain their own information
Annual review information to be as accessible as possible	Develop IEPreview formats in a child friendly way	On-going	SENCO	Staff will be more aware of pupils preferred method of communications
Provide information in languages other than English for pupils and/or prospective pupils who may have difficulty with hearing or language problems	Provide access to translators. Sign language interpreters to be considered and offered if necessary	As required	SENCO	That pupils and parents feel supported and included
Provide information in easy language, symbols, large print for those who may have difficulty with the standard form of printed information	Website to be fully compliant with access details for people with a visual impairment. Make Prospectus available on the school website.	End of 2014	Office	All able to access information about the school