



SHEERNESS WEST FEDERATION'S Accessibility Plan

January 2016

Review: July 2018

"Dreams come true with a positive view."

SHEERNESS WEST FEDERATION ACCESSIBILITY PLAN

Executive Head
Mr S Davies

Signed:Dated:

Chair of the Governing Body
Mr D Goodwin

Signed:Dated:

Head of Schools
Miss H Brewer

Signed:Dated:

January 2016

Review: JULY 2018

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Sheerness West Federation - Rose Street and West Minster

Primary Schools

Accessibility Plan 2015 - 2018

Background

This document has been written following advice contained in Statutory Policies for Schools - DfE September 2014. This describes the policies and documents that governing bodies and proprietors of schools **are required to have by law**.

Legislation: Equality Act 2010: Schedule 10, Paragraph 3 and Disability Discrimination (prescribed Times and Periods for Accessibility Strategies and Plans for Schools) (England) Regulations, 2005.

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.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the Federation to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum;

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- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Purpose of Plan

The development of the accessibility plan considers all areas and aspects of the Federation. This draft plan shows how Sheerness West Federation intends, over time and not least in the light of new building works, to increase the accessibility of our school for all disabled pupils, staff, parents / carers and visitors.

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised every three years and reported on annually. Below is a set of action plans showing how Sheerness West Federation will address the priorities identified in the plan.

Increasing the extent to which disabled pupils can participate in the school curriculum.

Target	Strategies	Time-scale	Responsibility	Success Criteria.
To ensure identified staff have specific training on disability issues.	Provide appropriate CPD related to SEND areas	2015/16 and ongoing.	AHT (Inclusion) SENCOs	To develop staff knowledge of specific disabilities raising confidence of staff.
All staff to be aware of the needs of pupils	To create plans for individuals	2015/16 and ongoing	AHT (Inclusion)	To ensure all members of staff are aware of any

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with SEND or other medical conditions.	according to need, ie provision plans, care plans, personal emergency evacuation plans; To make all staff aware of pupil needs / medical conditions.		SENCOs Care Team (WM) Well Being Team	pupil with SEND or medical condition and are aware of how to support them and, if applicable, how to evacuate them in an emergency.
To monitor and analyse the achievements of all vulnerable groups and act on any trends or patterns that may require additional support for pupils.	SLT to regularly (termly) review the data and ensure, through pupil progress meetings, that pupils receive the extra support they require.	Term 1 2015/16 and termly thereafter.	Senior Leadership Team	Termly monitoring of the vulnerable groups to ensure progress is being made and evidenced.
To purchase resources to support pupil's access to the curriculum.	Purchase items such as software i.e. Clicker 7, writing slopes, coloured overlays, writing slopes, visual aids, disability aids	Research items and purchase as and when required.	SLT SENCOs Care team (WM) Well Being Team	Evidence the use of this equipment and track its usefulness.

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Improving the physical environment of the school to increase accessibility for members of the school community with disabilities.

Target	Strategies	Time-scale	Responsibility	Success Criteria.
To ensure that all existing disabled resources (access doors, ramps, toilets, etc) are in good order.	To audit / inspect all existing resources, ensuring they are fit for purpose.	Term 3 2016 and ongoing	Executive Head Teacher; AHT (Inclusion); Premises Managers	Any damaged or inaccessibility issues to be rectified to ensure they provide for wheel chair access.
To ensure the school environment i.e. corridors, steps, toilets are fully accessible to any visually impaired pupils.	To meet with the LA Specialist Teacher for Visual Impairment team to audit the school environment.	By April 2016	SENCOs & Visual Impairment Specialist Teacher / TA	To produce an audit of school environment. To make adjustments / changes according to the audit outcome.
To ensure that all new building work is fully DDA compliant, including the creation of additional disabled parking bays	Buildings meetings / site visits with Contractors and LA Officers	2015/16 and ongoing	Executive Head Teacher	New builds and alterations regularly monitored and audited and fit for purpose

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Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

Target	Strategies	Time-scale	Responsibility	Success Criteria.
Review information to parents / carers to ensure it is accessible.	Provide information on the website and letters in clear print in 'simple' English. School office will support and help parents to access information and complete school forms.	Current and on-going.	School Office Website design Team	All parents to receive information in a form that they can access.
Individual Provision Plans and Reviews to be as accessible as possible.	Develop and produce clear provision plan format which is easy to access for both pupils, staff and parents.	Current and on-going.	AHT (Inclusion) SENCOs	Feedback from parents and pupils on the clarity of Provision Plans. Are they easy to understand and, consequently, user-friendly?

N Cates Dec. 2015

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