



*At Churchwood Everyone Can*

### **Accessibility Plan March 2022 ~ March 2025**

To implement this accessibility plan we will:

1. Audit the accessibility of the building.
2. Develop 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 UoBAT, ESCC and voluntary and community groups, including the iSEND Team, East Sussex Disability Association and the DARE foundation (Disability and Rehabilitation Education). All contact details are available on czone.
3. The academy is aware of the access needs of disabled children, staff and parents/carers. The academy 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 remembers to consider the access needs of staff and parents/carers.

Improving access to the physical environment	Targets	Actions	Timescale	Responsibility	Outcomes
<b>Short term</b>	<p>Academy is aware of the access needs of disabled children.</p> <p>Academy staff are better aware of access issues.</p> <p>All building work has considered UoBAT/ESCC Accessibility guidance.</p>	<p>Create access plans for individual disabled children as part of the provision mapping process.</p> <p>Provide information and training on disability equality for all staff.</p> <p>Share Accessibility toolkit with relevant personnel and contractors.</p>	<p>Annually or as required</p> <p>September - annually</p> <p>Daily checks to ensure the site is clear of obstructions</p> <p>As works are undertaken</p>	<p>SENDCo</p> <p>Principal</p> <p>Business Manager / Facilities Manager</p>	<p>Individual plans in place for all disabled pupils and all staff aware of all pupils' access needs.</p> <p>Raised confidence of staff and governors in commitment to meet access needs.</p> <p>On-going improvements in access to all areas when undertaking routine and maintenance works.</p>
	<p>Improve signage and external access for visually impaired people</p>	<p>Replace external light bulbs immediately when 'blown'</p> <p>Paint white or yellow stripes on edge of all external steps</p>	<p>Ongoing routine checks</p>	<p>Business Manager / Facilities Manager</p> <p>Business Manager / Facilities Manager</p>	<p>Visually impaired people feel safe in the grounds.</p> <p>Access around the site easier for all.</p>
	<p>Ensure that all disabled pupils can be safely evacuated</p>	<p>a) Put in place Personal Emergency Evacuation Plans for all children</p> <p>b) Develop a system so all staff are aware of their responsibilities</p>	<p>Annually or as required</p> <p>Annually (September)</p>	<p>SENDCo</p> <p>Business Manager</p>	<p>All disabled children and staff working with them are safe and confident in event of fire.</p>

<b>Medium term</b>	Review and replace inadequate lighting in all areas	a) Seek advice on the lighting in all teaching areas from the Sensory Needs Service	By Sept 2022	SENDCo	Lighting improved for visually impaired and hearing impaired children currently in Academy.
	Review the acoustics in the hall	a) Seek advice from the Sensory Needs Service	By Sept 2022	SENDCo	Hearing impaired children and adults better able to access activities in Hall.
<b>Long term</b>	Review the acoustics in the reception entry	a) Investigate if we need to install a hearing loop for hearing impaired people  b) Review the door entry system to make it accessible to hearing impaired people	By Dec 2023	Principal	All disabled people able to access reception and enter independently.
<b>Improving access to the curriculum</b>	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Outcomes</b>
<b>Short Term</b>	1. Increase confidence of staff in differentiating the curriculum	a) Audit staff training needs on curriculum access. b) INSET to train identified needs e.g. dyslexia, differentiation, alternative recording	Annually or as required	SENDCo	Raised confidence of staff in strategies for differentiation and increased pupil participation.
	2. Ensure TAs have access to specific training on disability issues	a) Use staff audit to identify TA training needs and inform CPD	Annually or as required	SENDCo	Raised confidence of TAs in strategies for differentiation and increased pupil participation.

	3. Ensure all staff are aware of disabled children's curriculum access	a) Set up system of individual access plans for disabled children. b) Set up system for information to be shared with appropriate staff.	Annually or as required	SENDCo	All appropriate staff aware of individual pupils' access needs.
	4. Ensure all staff are aware of, and able to use, SEND software and resources	a) Audit all SEND ICT and other resources and make list available to all staff b) Run individual training sessions on use of SEND Software e.g. predicted text, Widget, CiP.	September 2022	SENDCo	Wider use of SEND resources in mainstream classes.
	5. Develop consistent approach to differentiation and alternative ways of recording in the Academy Phase Leaders Good Practice Handbook	a) Phase Leaders develop the Good Practice Books to include guidance on differentiation and alternative ways of recording	Reviewed annually	Phase Leaders x3 with advice from SENDCo	All staff confident and consistent in range of differentiation strategies and use of alternative recording.
<b>Medium Term</b>	Ensure all Academy trips and residential are accessible to all	a) Training and guidance for staff on making trips and residential are accessible to all.	July 2022	Outside Education Aspect Leader	All children in Academy able to access all Academy trips and take part in range of activities.
	Review PE Curriculum to ensure PE is accessible to all	a) Gather information in accessible PE and Disability Sports	July 2022	PE Subject Leader	All children able to access PE and disabled children more able to excel in sports.

		<p>b) Invite disabled sports people in for particular sessions</p> <p>c) Review PE curriculum to include disability sports</p>			
	3. Review all curriculum areas to include disability issues	<p>a) include specific reference to disability equality in all curriculum reviews</p> <p>b) develop PSHEe and Citizenship curriculum to address disability equality issues</p> <p>c) assemble resource box of disability equality for staff room</p> <p>d) have section on disability equality and curriculum access planning sheets</p>	By July 2022	<p>Principal</p> <p>PSHEe Subject Leader</p> <p>PSHEe Subject Leader</p> <p>Vice Principal</p>	Gradual introduction of disability issues into all curriculum areas.
<b>Long Term</b>	1. Ensure disabled children participate equally in before / after Academy and lunch time activities	a) Survey participation in clubs at lunch and before/after Academy by disabled children	December 2022	Extended Schools Coordinator	Disabled children confident and able to participate equally in out of Academy activities.
	2. Ensure all staff have undertaken disability equality training	a) Set up Inset training for all staff on disability equality, explore support from Special Schools.	December 2022	SENDCo	All staff work from a disability equality perspective.

	3. Develop links with local special school to improve understanding of curriculum	a) Organise opportunities for staff to observe their curriculum area at the local special school b) Establish link meetings for curriculum coordinators	July 2022	SENDCo	Increased confidence of staff in developing their curriculum area accessibly.
<b>Improving access to information</b>	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Outcomes</b>
<b>Short Term</b>	1. Review information to parents/carers to ensure it is accessible	a) Ask parents/carers about access needs when child is admitted b) Review all letters home to check reading age/Plain English c) Produce newsletter in alternative formats e.g. large print, Braille on request	Ongoing/as required	Business Manager / School Secretary	All parents getting information in format that they can access e.g. tape, large print, Braille.
	2. Ensure all staff are aware of guidance on accessible formats	a) Provide guidance to staff on dyslexia and accessible information	Annually or as required	SENDCo	Staff produce information for children in appropriately accessible ways.
	3. Inclusive discussion of access to information in all annual reviews for EHC Plans	a) Ask parents/carers and children about access to information and preferred formats in all reviews b) Develop strategies provisions to meet needs	Ongoing	SENDCo	Staff more aware of parents/carers and pupil's preferred methods of communication.

	4. Makaton is established within the Academy	<ul style="list-style-type: none"> <li>a) Ensure children and staff learn at least 5 new Makaton signs a week</li> <li>b) Encourage use of Makaton signing throughout the Academy</li> <li>c) Research training our S&amp;L Therapist as a Makaton trainer</li> <li>d) Provide Makaton sessions for parents</li> </ul>	Ongoing training provided – refresher training and new staff training	SALT team	All children, staff and parents to know some basic Makaton signs.
<b>Medium Term</b>	1. Review all signs in Academy to include Makaton signs	<ul style="list-style-type: none"> <li>a) Gradually replace written signs including Makaton signs.</li> <li>b) Put Makaton signs on displays to enhance understanding.</li> <li>c) Develop a central display of Makaton signs and create a glossary of signs.</li> </ul>	Ongoing	SALT team	Everyone can understand signage and find way around Academy. Makaton signs add a layer of understanding to learning displays.
	<p>2. Provide Social Stories for identified children to support understanding using Communicate in Print.</p> <p>3. Use CiP labels and resources throughout the Academy.</p>	<ul style="list-style-type: none"> <li>a) Develop a central bank of social stories which can be personalised for identified children in given situations.</li> <li>b) Use CiP as an additional layer to support understanding.</li> </ul>	Ongoing	SEND Team	All children and parents can access key information.

<b>Long Term 1</b>	Children become more aware of their own learning styles and access needs.	a) Include access to information in Circle Time. b) Encourage pupils to express their access needs and explore learning styles.	Sept 2022	SENDCo	Children able to articulate their access needs and understand their own learning styles.
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