



WEST ST LEONARDS PRIMARY ACADEMY

Accessibility Plan 2024-2027

To draw-up this accessibility plan we have:

1. Carried out an audit of the accessibility of the building.
 - The building was designed and officially opened in 1997 with full disabled access for pupils in our facility for SEND children to be able to use all areas of the building.
 - There are level thresholds at all doorways, wider doors and corridors.
 - There is a lift so that the ground and first floor are easily accessible
 - Outside areas have been landscaped to allow easy movement for children and adults with no steps on the site
 - Vehicle and disabled access is supported with drop off zones, drop kerb and disabled parking
2. Planned to further develop staff awareness and understanding of disability discrimination, access issues and the promotion of disability equality.
 - Training already takes place for key staff to support daily care and mobility of pupils
 - Personal evacuation plans and emergency egress have been reviewed with the East Sussex Fire Officer January 2015 and in late 2023 an updated fire plan and independent fire risk assessment undertaken.
 - Updated training has been identified see this plan
3. Made the community aware of the access needs of disabled children, staff and parents/carers.
 - Letters and communication to parents and carers regularly to advise re access and disability
 - Publish this plan on our website

1. Improving access to the academy environment

	Targets	Actions	Timescale	Responsibility	Outcomes
Short term	<p>1. School is aware of the access needs of disabled children. Access and egress onto site are reviewed and new arrangements put in place to maintain safety and ensure pupils/visitors in carpark are safe.</p>	<p>a) Review access arrangements for disabled pupils and their safe arrival and collection from the site as part of a parking review b) Maintain all door entry thresholds and kerbs and repair as needed. c) Create procedure and share with parents and key staff re access and egress. d) Make sure all facility staff and especially site and office staff are aware of and manage the access and egress to adhere to the safe systems.</p>	<p>Summer 2024</p>	<p>Assistant Principal Inclusion and Site Manager</p>	<p>Parents and carers informed of access into and out of the building. System secured for access and adhered to by parents. Plan/risk assessments in place for all children who have mobility/access arrangements as required. Shared with parent to include access and egress. No incidents reported whilst access and egress at beginning end of the day. Turning circle clear for traffic and emergency vehicles whilst the academy is in session. Raised confidence of staff and commitment to meet access needs, safe use of school accessibility resources lift and hoists. On a case by case basis, access allowed to site if parent has a blue badge-proforma to document Disabled parking space moved to opposite dropped curb. Two additional spaces allocated to support parking following the staggered times</p>

	<p>2. School staff are better aware of access issues and safe use of school resources such as lift and hoists.</p> <p>3. All building work has considered Accessibility guidance and pupils needs met re access and use wherever possible.</p>	<p>a) Provide information and training on use of disabled facilities such as the lift and hoists.</p> <p>b) Create procedure that is used by facility staff and provide training and written protocol to be available both outside and in the lift car and by hoists.</p> <p>a) Site manager and Academy Business manager to alert all contractors to accessibility needs and any key elements of this plan.</p>	<p>September 2024</p> <p>Continuous for all works.</p>	<p>Assistant Principal Inclusion</p> <p>Principal, Academy Business Manager and site manager.</p>	<p>for years groups since September 2020</p> <p>On-going improvements in access to all areas and safe systems for staff to adhere to.</p>
	<p>4. Improve external mobility when low light conditions/dark.</p>	<p>a) Replace external light bulbs immediately when 'blown'</p> <p>b) Seek advice from facilities management re any ongoing issues.</p>	<p>Ongoing</p>	<p>Site manager Principal</p>	<p>Visually impaired people feel safe in the grounds.</p> <p>On going replacement of lights 2024</p>
	<p>5. Ensure that all disabled pupils can be safely evacuated</p>	<p>a) Personal Emergency Evacuation Plans for all children to be reviewed annually</p> <p>b) remind staff of system to ensure all staff are aware of their responsibilities</p> <p>c) Use evac chair and retrain</p>	<p>Annually</p>	<p>Assistant Principal Inclusion Site manager Academy Business Manager</p>	<p>All disabled children and staff working with them are safe and confident in event of fire.</p> <p>EVAC chair in place and training provided.</p>

		staff to use it.	September 2024		
Medium term	7. Audit building for additional works to support accessibility including access to external areas of the school including the field and the establishment of a secure accessible facility outside space	<ul style="list-style-type: none"> a) Complete audit and create further actions as needed b) Update plan c) Cost and implement works as required. 	September 2025	Site Manager Academy Business manager Assistant Principal Inclusion	Building continues to be accessible and all needs met.

2. Improving access to the curriculum

	Targets	Actions	Timescale	Responsibilities	Outcomes
Short Term	1. Increase confidence of staff in integrating SEND pupils in the curriculum	<ul style="list-style-type: none"> a) review planning and teaching and provide coaching and support as needed. b) Facility teacher to provide model for pm teaching in mainstream with SEND children as experts to start January 2025. 	As needed and as part of induction for new staff.	Assistant Principal Inclusion X3 per year review impact from January 2025 onwards	Raised confidence of staff in strategies for differentiation and increased pupil participation for SEND.
	2. Ensure TAs have access to specific training on disability issues.	<ul style="list-style-type: none"> a) Use a staff audit to identify TA training needs and inform Professional Development process b) Annually provide update 	September 2024	Assistant Principal Inclusion September 2024	Raised confidence of TAs as above. Review of support shows TAs have good understanding of individual needs and are

		training and for all new staff on induction.			meeting these when observed.
	3. Ensure all staff are aware of disabled children's curriculum access	a) Refine and check the system of individual naming of disabled children when needed in pm activities	Ongoing	Assistant Principal Inclusion and Facility teacher	All staff aware of individual pupils' access needs. Ongoing review of planning x3 per year.
	4. Ensure all staff are aware of, and able to use, SEN software and resources	a) Audit all SEN IT and other resources and make list available to all staff b) Run individual training sessions on use of SEN Software e.g. Clicker etc.CIP Nessy	Annual support	Assistant Principal Inclusion	Wider use of SEN resources in mainstream classes.
	Targets	Strategies	Timescale	Responsibilities	Success criteria
Medium Term	1. Ensure all school trips and residential are accessible to all Checklist for teachers created.	a) Develop guidance for staff on making trips accessible b) Ensure all teachers use checklist and flow	Ongoing	Assistant Principal Inclusion and Assistant Principal EVC	All children in school able to access all school trips and take part in range of activities.
	2 Review PE Curriculum to make PE accessible to all Staff training	a) Use information in accessible PE and Disability Sports b) Review PE curriculum to include disability sports	By July 2026	PE Coordinator	All children able to access PE and disabled children more able to excel in sports.
Long Term	1. Develop consistent approach to scaffold and access and alternative recording in school	a) Devise and consult on model school policy with good practice guidance b) provide CPD through PDMs.	By July 2027	Assistant Principal Inclusion	All staff confident and consistent in range of differentiation strategies and use of alternative recording.

	2. Ensure disabled children participate in <u>after school</u> and lunch time activities	a) Survey participation in clubs at lunch and after school by disabled children b) Organise additional activities for disabled pupils	By Sept 2025 "	PE Leader Facility teacher "	Disabled children confident and able to participate equally in out of school activities.
	3. Ensure all staff have undertaken disability equality training	a) Set up Inset training for all staff on disability equality, explore support from Special Schools using GIAS b) Ensure new staff access similar CPD courses	July 2027	Assistant Principal Inclusion "	All staff work from a disability equality perspective. Introduction of disability equality issues into assembly.
	4. Develop links with local and national special school to improve understanding of curriculum	a) Organise opportunities for some key staff to observe their curriculum area at Local Special School	From Sept 2026	Assistant Principal Inclusion	Increased confidence of staff in developing their curriculum area accessibly.
	5. Review PSHE curriculum area to include disability issues	a) Include specific reference to disability equality in PSHE curriculum. b) Develop PSHE curriculum to address disability equality issues c) Assemble resource box re disability equality for staff	From Sept 2026 By Sept 2026 By March 2027	PSHE leader and Assistant Principal Inclusion	Introduction of disability issues into assembly. Frequent and ongoing in place from September 2024

3. Improving access to information

	Targets	Actions	Timescale	Responsibilities	Success criteria
Short Term	1. Review information to parents/carers to ensure it is accessible	a) Ask parents/carers about access needs when child is admitted to school b) Review all letters home to check reading age/Plain English. c) Produce newsletter in alternative formats e.g. large print, Braille as needed. d) Review number of communications and consider newsletter as the main method of communication	Annually from Sept 2024 On going As needed.	Principal Admin team "	All parents getting information in format that they can access e.g. large print, Braille.
	2. Ensure all staff are aware of guidance on accessible formats	a) Distribute East Sussex guidance on good practice in accessible formats and Editorial guidelines. b) Provide guidance to staff on dyslexia and accessible information	By Dec 2024	Assistant Principal Inclusion	Staff start to produce routine information to children in more accessible ways.
	3. Inclusive discussion of access to information in all annual reviews	a) Ask parents/carers and children about access to information and preferred formats in all reviews b) Develop strategies to meet needs	From Sept 2025 From April 2025	Assistant Principal Inclusion	Staff more aware of pupil's preferred methods of communication.

Medium Term					
	<p>1. Produce accessible leaflet and increase support for parents of disabled children.</p> <p>Leaflet from child's point of view - simplified language</p>	<p>a) Work with parents of disabled children to produce an accessible SEND leaflet for the school.</p>	<p>By Sept 2025</p> <p>By Dec 2025</p>	<p>Assistant Principal Inclusion</p>	<p>Increased confidence of parents of disabled children and those with SEN to support their children's education.</p>
	<p>3. Review all signs in school to include Makaton Symbols</p>	<p>a) Gradually replace written signs including symbols</p> <p>b) Put symbols onto displays to enhance text</p>	<p>By Sept 2025</p>	<p>Assistant Principal Inclusion</p>	<p>Every one can understand signage and find way around school.</p> <p>Include pupils learning and learning weekly sign to support whole school understanding</p>
	<p>3. Continue to use visual timetabling in all classes</p>	<p>a) Staff meeting to share good practice</p>	<p>On going</p>	<p>Assistant Principal Inclusion</p> <p>Staff meeting</p>	<p>All children clear about timetable and secure about what is happening.</p>

This plan will be reviewed by the Local Board annually and will be a working document for the Inclusion team and Principal to keep disability / accessibility regularly under review.