



Accessibility Plan

Uphall Primary School 2017 to 2022 (Review Date Extended Due to Federation Formation)

The Accessibility Plan for Uphall School is written as an integral part of the Inclusion and SEN Action Plan, and the Disability Equality Scheme.

The Plan is written in order to improve and increase the accessibility for pupils, parents, staff and visitors to the school.

It aims to improve accessibility in terms of:

- The physical environment of the school
- Additional facilities and aids within the school
- The curriculum for children with disabilities
- The extra curriculum provision for children with disabilities
- Information sharing for all the people who use the school

The Accessibility Plan also includes plans for awareness building and training opportunities for staff and governors on issues relating to disability discrimination, and how to avoid this through reasonable adjustments.

The Accessibility Plan should be read in conjunction with the school policies, strategies and documents.

The Accessibility Plan is written with reference to the Annual Access Audit undertaken in school each year.

The school prospectus will make reference to the Accessibility Plan, and information about this plan will be published in the Governors' Annual Report.



Uphall Primary School Accessibility Plan 2017-2022

Increasing Access to the Curriculum				
Target	Strategies	Responsibility	Time scale	Success Criteria
<p>To ensure the school develops children's and staff's awareness of disability</p>	<p>Review staff training needs. Provide training for members of the school community as appropriate.</p> <p>Promote disability equality via:</p> <ul style="list-style-type: none"> • Staff meetings • PSHEC lessons • Assemblies • Celebrating difference 	<p style="text-align: center;">SENDCo</p> <p style="text-align: center;">All staff</p>	<p style="text-align: center;">On-going</p>	<p>Staff will be clear exactly who has a disability in their class and how to overcome this.</p> <p>Detailed information and support available and passed on by staff.</p> <p>Increased whole school awareness of disability issues.</p>
<p>To ensure the curriculum is fully accessible to pupils with any type of difficulty or disability</p>	<p>Put in place alternative communication systems, evaluate the way in which information is presented to pupils.</p> <p>Identify ways in which pupils can communicate their ideas.</p> <p>Following the SEN Policy, SEN pupils to have an IEP/EHC Plan that details their needs (and how to differentiate) with a personalised curriculum where appropriate.</p>	<p style="text-align: center;">All Staff</p> <p style="text-align: center;">SENDCo</p>	<p style="text-align: center;">On-going</p>	<p>Curriculum is fully accessible for all pupils.</p> <p>Lesson observations show teaching matched to individual needs.</p> <p>The number of good or better teaching is increased.</p>



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Ensure all staff are aware of disabled children's curriculum access	Set up individual access plans for disabled pupils when required. Information sharing with all agencies involved with child.	SENDCo	As required	All staff aware of individual's needs.
Use ICT software to support learning	Ensure software is installed where needed.	SENDCo ICT Technician	As required	Wider use of SEN resources in classrooms.
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports. Invite disabled sports people to come into school.	PE Subject Leader	As required	All to have access to PE and be able to excel.
Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities	Develop guidance for staff on making trips Accessible. Ensure each new venue is vetted for appropriateness.	Visit leaders. Educational Visits Co-Ordinator Head Teacher	As required	School trips and residential visits are accessible for all pupils.
Ensure that after-school clubs and care provision facilities are accessible for all pupils	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	Leaders of after- school clubs	As required	After-school clubs and care provision is accessible for all pupils.



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Improving the Delivery of Information to Disabled Pupils				
Target	Strategies	Responsibility	Time scale	Success Criteria
<p>Review information given to parents/carers to ensure it is accessible</p>	<p>Provide information and letters in clear print in 'simple' English.</p> <p>School Office will support parents to access information and complete school forms.</p> <p>Provide different ways of communicating with parents including use of text phone.</p> <p>Ensure that all documentation is available via the school website and can be accessed by the visually impaired.</p>	<p style="text-align: center;">SENDCo</p> <p style="text-align: center;">SLT ICT Technicians</p>	<p style="text-align: center;">On-going Induction</p>	<p>Information is accessible.</p> <p>Parents/carers feel that school is an approachable supportive institution.</p>
<p>Improve the delivery of information in writing in an appropriate format</p>	<p>Provide suitably enlarged, clear print for pupils with a visual impairment.</p>	<p style="text-align: center;">Office SENDCo SLT</p>	<p style="text-align: center;">As required</p>	<p>Excellent communication.</p>



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Provide information in simple language, symbols, large print for prospective parents/carers who may have difficulty with standard form of printed information	Information in letters to have clear print and be in simple language. Ensure website is fully compliant with requirements for accessibility by a person with visual impairment. Ensure all relevant documents/policies are accessible via the school website and can be accessed by the visually impaired.	Office SENDCo	September 2017	Excellent communication, all stakeholders can access information about the school.
Provide information in other languages for pupils or prospective pupils	Access to translators, sign language interpreters to be considered and offered if possible	SENDCo	As Required	Pupils and/or parents feel supported and included.
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	SENDCo	On-going	Staff produce their own information.
Annual review information to be as accessible as possible	Develop child friendly IEP review formats.	SENDCo	On-going	Staff more aware of pupils preferred method of communications.



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Improving Access to the Physical Environment of the School

Target	Strategies	Responsibility	Time scale	Success Criteria
<p>The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors</p>	<p>Create access plans for individual disabled pupils as part of the IEP process when required.</p> <p>Be aware of staff, governors and parents' access needs and meet as appropriate.</p> <p>Through questions and discussions find out the access needs of parents/carers through a newsletter.</p> <p>Consider access needs during the recruitment process.</p>	<p>SENDCo</p> <p>Headteacher</p> <p>Headteacher</p> <p>Headteacher</p>	<p>As required</p> <p>Induction and ongoing if required</p> <p>Annually Recruitment process</p>	<p>IEPs in place for disabled pupils and all staff aware of pupils needs.</p> <p>All staff and governors feel confident their needs are met.</p> <p>Parents have full access to all school activities.</p> <p>Access issues do not influence recruitment and retention issues.</p>
<p>To ensure access to the physical environment</p>	<p>Carry out accessibility audit to ensure that the school environment is accessible to all current users.</p> <p>Ensure all parts of the lower floor and Nursery are accessible for wheelchair users, and provide a clear written guide as to which areas of school are not accessible.</p>	<p>SENDCo</p>	<p>On-going</p>	<p>All potential users of the building and grounds will be given clear and up to date information regarding safe access.</p> <p>Whenever physically possible adaptations and improvements will enable the majority of people within the community to use Uphall School, Nursery and Library.</p>



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	<p>Ensure that the building is user friendly for people with visual challenge.</p>			<p>Disabled pupils and all staff aware of pupils needs.</p> <p>All staff and governors feel confident their needs are met Parents have full access to all school activities.</p>
<p>Improve signage and external access for visually impaired</p>	<p>Put up clear signs in the school in different languages, formats (enlarged for visually impaired) and different colours.</p> <p>Consider position and size of signs.</p> <p>Ensure that yellow strips mark step edges.</p> <p>Ensure that special needs children understand fire notices.</p>	<p>SENDCo Site Manager</p>	<p>On-going</p>	<p>Visually impaired people feel safe in school grounds.</p>
<p>Ensure access to reception area to all</p>	<p>Improve access to reception area during any re-design.</p> <p>Develop a system to allow entry for wheel chair users.</p>	<p>SENDCo Site Manager Headteacher</p>	<p>Consider in any new development</p>	<p>Disabled parents/carers/ visitors feel welcome.</p>



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Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	Fire safety Officer SENDCo Headteacher	As required Each Sept	All disabled pupils and staff working alongside, are safe in the event of a fire.
Ensure accessibility of access to IT equipment	Alternative equipment in place to ensure access to all hardware including the school halls.	ICT Technician	On-going and as required	Hardware and software available to meet the needs of children as appropriate.
Ensure hearing equipment available in classrooms to support hearing impaired	Seek support from LA hearing impaired unit on the appropriate equipment.	LA hearing impaired Service	On-going as required	All children have access to the equipment.

Under Review by
 The Thinking Schools Federation
 Governing Body



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