

**Battle and Langton C. E. Primary School**  
**Accessibility Plan 2018-2021.**

**Next review Summer 2019.**

**The aim of this strategy is to improve access for children and young people with special educational needs and learning difficulties and/or disabilities.**

**There are three main areas in our plan:**

- 1. Improving access to the physical environment**
- 2. Improving access to the curriculum**
- 3. Improving access to information**

## Improving access to the physical environment

<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Expected outcomes</b>	<b>Achieved / Not achieved</b>
Improve evacuation points to ensure ease of traffic to safe master points	Redrafting of fire drill procedure and termly practice drills to test effectiveness	By Dec. 18	Headteacher and SLT	Evacuation procedures are fit for purpose, safe and can be conducted in a timely fashion	
Maintain safe access for those with a visual impairment	Check condition of yellow paint on step edges regularly Check exterior lighting is working	Termly through premises inspections	Site Manager and Health and Safety Governor.	Maintenance is kept to a standard where travelling around the site is safe for those with a visual impairment	
Ensure that door closers are fully functioning allowing smooth access between main entrances to rooms	Audit current provision and replace any faulty mechanisms and install closers where necessary	By Mar. 19	Caretaker	Adults and children for with disabilities will have easier access to rooms throughout the school	
Ensure step free access to the pedestrian gate at the front of the school	Contact the necessary authorities to determine responsibility for creating a drop curb at the suggested site. Liaise with agencies to support the completion of building work.	Sept .19.	Head teacher, Business manager and Governors	Adults and children with mobility issues are able to access all school gates in a step free way	

## Improving access to the curriculum

Targets	Actions	Timescale	Responsibilities	Outcomes	Achieved. Not achieved
<ul style="list-style-type: none"> <li>Ensure all staff are aware of disabled children's curriculum access , and have appropriate support systems in place</li> </ul>	Daily use of the Visual Timetables in every class (plus individual ones for specific children as required). Use of Makaton as required, including training where necessary, by all staff members. Ensure scaffolding systems, adult support, extra explanations, short achievable tasks... and other systems of good practice are used in all classes	Ongoing	Class teachers and their staff teams, Every member of our school staff team to understand and be committed to, getting the best out of every child.	Every child feels valued, supported and has a positive experience of each school day. They make progress at an acceptable rate for themselves. The children are understood by everyone, and well supported.	
<ul style="list-style-type: none"> <li>Ensure all relevant classroom based staff have access to and have read the IEPs and follow the targets</li> </ul>	Copies of the IEPs to be available in the classrooms, so that staff can read them as necessary	Ongoing	Inclusion Manger and Class teachers	All relevant classroom based staff know and support IEPs as necessary	

<ul style="list-style-type: none"> <li>Ensure all staff are aware of, and able to use, SEND software and resources; ensure that SEND children have access to the classroom computers (or an individual laptop) as necessary</li> </ul>	<p>Audit all SEND ICT and other resources available in, and make list available to all staff</p> <p>Identify any training needs, through a staff audit Organise training to meet the needs of the staff team</p>	Ongoing	SLT and Whole Staff	Wider use of SEND ICT and other resources in mainstream classes, and access to computers in the classroom for SEND children on an appropriate basis.	
<ul style="list-style-type: none"> <li>Home/school (two way) liaison to be strong and consistent for children accessing the POD</li> </ul>	<p>Good communication systems to be used consistently throughout the school. Home/school books to be used for specific children with , informing home of positives in the day, and areas of concern as necessary, homework etc.</p>	Ongoing	POD staff	Communication is clear, open and any difficulties, concerns are dealt with on a regular basis, enabling the child to be well-supported and to feel cared for and positive about school each day	

### Improving access to information

Targets	Actions	Timescale	Responsibilities	Success criteria	Achieved/not achieved
Introduce SIMS Lite app to promote easy of information access for parents	<p>Allocate funding for app licence.</p> <p>Promote an roll out to parents on a trial basis</p> <p>Migrate information to parents as appropriate</p>	Sept 2019	Head teacher and Business Manager	All parents getting information in format that is easily accessible from mobile devices	
Develop the use of ParentPay to include one off payments (trips etc.) and online ordering for school lunches.	<p>Provide parents with necessary information on how to access and use ParentPay</p> <p>Promote the use of the system and provide technical support as necessary</p>	From Autumn 2018	Office Team	Parents are able to access and increased amount of administrative tasks without having to come into school	
Ensure the school website meets statutory requirements and is a useful tool for accessing important information	<p>Periodic checks from Clerk, Diocese and LA to ensure the website is fully compliant</p> <p>Regular updating to include news and celebratory activities.</p>	Ongoing	<p>HT, RN, and Clerk</p> <p>Input from staff as appropriate.</p>	Website is compliant and is fit for purpose	