

Amberley CoE Primary School and St James' CoE Primary School, Coldwaltham

DISABILITY EQUALITY SCHEME ACCESSIBILITY PLAN

Targets	Actions	By Date	Responsibility Of	Expected Outcomes
Improving access to the physical environment				
1. Plan, as far as possible, for access of the entire premises by any disabled people, including visitors.	Create access plans for individual disabled pupils, as part of IEP process and make staff aware.	Pending funding & requirement	SENCO	Individual plans in place for all disabled pupils & all staff aware. Coldwaltham: Unaided access to the library is hindered by a step and access between the three levels of the school by wheelchair requires exiting at one level and entering at another. Resolution will depend on funding and necessity. No wheelchair dependant pupils, staff or parents at present need access. Amberley : good access to all areas.
2. Carry out training of staff	Regularly provide information & training on disability equality and access to all parts of premise.	Ongoing	Headteacher and Governors	Raised confidence of staff and governors in progress to meet access needs. AM & CW: ongoing
3. Plan for new building work where ease of access is difficult or impossible for disabled people	Discuss the requirement with WSCC, make plans, get them cleared and get building work done.	Done	Headteacher and Governors	Premises comply with guidance and legislation. Amberley: access good.

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4. When repainting consider colour choices and contrasts to aid visual impairment.	Include contrasting colours on walls and doors when repaint is required.	Ongoing	Headteacher / Business Managers / Caretakers	Colour schemes support teaching, learning and behaviour. Classroom colours assist visually impaired pupils. AM & CW: Ongoing as redecoration becomes necessary.
5. Create disabled parking bays in car parks.	Allocate spaces to satisfy width requirements if feasible. Audit feasibility and suitability.	Pending funding	Headteacher / Business Managers / Governors	Accessible parking bay for disabled staff/ visitors/ pupils. Coldwaltham: disabled bays provided. Amberley – outstanding pending funding.
6. Ensure access to all parts of school buildings, if feasible, from car parks, with ramps if necessary.	Audit requirement, cost out and complete self help application as necessary.	Done	Headteacher / Business Managers / Governors	Access to all buildings from car parks . Coldwaltham: provided as a result of new-build. Amberley: Car park kerb slope now installed.
Improving access to the curriculum				
7. Increase confidence of all staff in differentiating the curriculum.	Audit of staff training needs on curriculum access. Plan inset or staff meetings to train staff.	Ongoing	SENCOs and staff	Raised confidence and skill of staff in strategies for differentiation and increased pupil participation. AM & CW: Ongoing monitoring.
8. Ensure all staff have access to specific training for specific needs.	IEPs meet access needs for all disabled pupils. Staff able to support appropriately.	Ongoing	SENCOs and Headteachers	All staff aware of individual needs and have training to meet these needs. AM & CW: ongoing

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9. Ensure all staff are aware of and able to use SEN software and resources.	(i) Audit SEN ICT and other resources and ensure staff have access to list. (ii) Run training sessions on use of software and how to integrate into curriculum.	Ongoing	SENCOs	Wider use of SEN software and resources to support pupils within curriculum. AM & CW: ongoing
10. Develop consistent approach to recording differentiation within plans.	(i) Devise and consult on model school policy with good practice guidance. (ii) Organise staff meeting to share good practice.	Ongoing	SENCOs	All staff confident and consistent in range of differentiation strategies and recording these in planning. AM & CW: Ongoing
11. Review all curriculum areas to ensure inclusion of disability issues.	(i) Develop PSHCE / Seal curriculum to address disability equality issues. (ii) Collect resources for staff on disability equality issues.	Ongoing	SENCOs / Head-teacher / PSHCE co-ordinator / all staff	All staff have access to materials and confidence to support teaching of disability equality issues. All staff aware of wider issues within disability issues. PSHE and SEAL well established and part of LTP
12. Ensure all pupils with disabilities participate equally in all school activities.	Audit participation in all activities. Ensure all outside providers aware of this requirement.	Ongoing	All staff	All pupils participate equally in all activities in school. AM & CW: ongoing

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<p>13. Ensure staff have undertaken specific disability equality training as required..</p>	<p>(i) Audit staff training needs for specific aspects of disability equality. (ii) Arrange training accordingly.</p>	<p>Ongoing</p>	<p>SENCOs / Head teachers / staff</p>	<p>All staff able to work from a disability equality perspective. AM & CW: ongoing</p>

Improving access to information				
14. Review information to parents / carers to ensure it is accessible.	Check all new admissions for their access requirements. If requested provide information in alternative formats. Ensure all ongoing information about pupils is in an accessible form if needed.	Ongoing	Headteacher / Business Managers	All parents and carers get information in accessible format according to need. AM & CW: Not necessary to date.
15. Pupils become more aware of own learning styles and access needs.	(i) Encourage pupils to express their access needs and explore learning styles. (ii) Develop alternative methods of displaying classroom signs e.g. visual timetables according to needs. (iii) Continue to audit needs for alternative methods of practice.	Ongoing	SENCOs / All staff	All pupils able and confident to articulate needs and understand own learning styles. All pupils able to access classroom signs according to needs and stage of development. AM & CW: Not required to date.

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