

## ACCESSIBILITY PLAN 2022-24

At Shipley CE Primary School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Shipley CE Primary School plans, over time & as necessary, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

## SHIPLEY CE PRIMARY SCHOOL

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum policies
- Equal Opportunities
- Staff Handbook
- Health & Safety (including off-site safety)
- SEND policy
- Behaviour policy
- Single Equality Policy encompassing race, gender and disability

The Action Plan for physical accessibility relates to the Environmental Access Audit of the School, which is undertaken by the Local Authority on a needs basis via the Sensory Support Team, Moving and Handling Advisor and Occupational Therapy service. It may not be feasible to undertake some of the works during the life of this current Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period. As we have a statemented child on roll with a registered disability, advice will be sought as required to meet any specific developmental adjustments to the environment or specific equipment as the child progresses through the school.

The Plan will be monitored annually by school Governors. The Plan may be monitored by Ofsted as part of their inspection cycle.

New Plan devised and approved by Governors September 2020

Next Review March 23

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**Improving the Physical Environment**

	<b>Target</b>	<b>Actions</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Responsibility</b>
Short term	Improving access to the main building	Door replacement – BCS Robertson Ramp to hall door for lunches to be loaded in and for wheelchair/buggy access.	Main building safe and accessible for staff, pupils, contractors and visitors. GEEP more effective	Door replacement autumn 2022 Ramp – March 22	Head & Govs H & S committee
Med term	To improve security	Assessment of perimeter fence Replacement of fence and front gates with double wired CLD Dulok panels Installation of ‘flee gate’ on southern boundary	Secure perimeter. Reduction in health and safety and safeguarding incidents	Summer term 23 – funding secured Installation over summer 23 preferred	Head & Govs H & S & Finance committee Local contacts in West Sussex
Long term	To improve walking access and safe parking in School Lane	Twenty is Plenty campaign Application for RTO Campaign for extension to pavement through Safer Routes to School & Travel Plan	Safe routes for driving, walking, cycling and riding to school. Improved safety in the lane for all road users	Twenty is Plenty – Jan 23 Pavement extension 2024 (legal implications)	Head & Govs H & S & Finance committee Local contacts & Parish Council (SC)

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Improving the Curriculum

	Target	Actions	Outcome	Timeframe	Responsibility
Short term	Support and intervention programmes in place for pupils who need additional input	Analysis of data: School wide strengths & weaknesses Individual pupil strengths & weaknesses 'Catch up' groups to cater for needs Analyse impact	Support is targeted, strategic and effective Pupils can make good progress and some pupils make accelerated progress	From Sept 22 until funding ceases	Head/GS/Govs
Med term	<b>Dadipa</b> award To ensure all staff receive adequate training to provide for pupils with SPLD	Staff CPD and quality first teaching provision Collect evidence to meet the criteria for Dadipa Award	School to gain Dadipa Award . Effective support for pupils at risk of dyslexia dyscalculia and other barriers to facilitate good progress Staff are knowledgeable about SPLD and are able to provide effective support for pupils	CPD programme in place for 2022-23 Assessment criteria met by autumn 23	SLT. SENCO & SEND Governor Class teachers
Mid - Long term	Curriculum review	Further curriculum review to include: Long term 'topic' review Skills and knowledge analysis CPD on coherent reading approaches Impact on academic data and other areas eg. resilience, wider thinking Transition between nurse and EY, EY and KS1, KS1 & KS2 and KS2 & KS3	The curriculum is effective in developing relevant skills and knowledge to prepare pupils for the next phase. Staff are fully aware of developments in phonics and early reading and can work coherently between stages	CPD 1 Oct 22 (phonics/reading) CPD 2 July 23 (Transition) CPD 3 Autumn 23	Head/SENCO JG All staff

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**Improving written information**

	<b>Target</b>	<b>Actions</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Responsibility</b>
Short term	To improve attendance	Attendance policy update Traffic light system for pupils Communicate expectations to parents in an easily accessible way,	Traffic light system set a visual marker for pupils and parents	October 22	JH/GS
Med term	To improve communication to parents and the community	Sending out dates well in advance Survey of parents Re-designing the website to ensure easy access to the things needed Providing more opportunities for parents to find out about learning – assemblies, curriculum workshops etc.	Written communication is good. Parents are well informed about how to support their children in early reading and maths. Website is a useful reference point for parents	New areas completed by Spring 2023	Head/SLT, SU & Admin staff
Long term	To improve access to booking systems	Developing staff expertise of the new Bromcom system to: Book clubs and parents evening appointments on line Process payments on line	Less paper Bookings can be done remotely Workload decrease for office staff		Head, Bursar & Governors