

Firle CEP School Accessibility Plan 2018-2021

Subject: Accessibility						
Academic year: 2018-21		Review dates: February 2021				
Objectives: <ul style="list-style-type: none">To eliminate discrimination, harassment and victimisation.To promote equality of access and opportunity within our school and within our wider community.To promote positive attitudes to difference and good relationships between people with different backgrounds, genders, cultures, faiths, abilities and ethnic origins.						
Target	Actions to address key issues	Target group	Timescale	Key Indicators	Monitoring	Evaluation
To understand others with social and emotional disabilities. Children will know that we live in a diverse society where adults and children have different needs and priorities.	Medium and short term cross-curricular planning will deliver SMSC and PSHE curriculum Appropriate resourcing and development of expertise through CPD Assemblies and PSHE curriculum delivery	All pupils	February 2018 onwards	Planning will show SMSC/PSHE coverage Book looks with SMSC/PSHE focus Pupil attitudes/behaviour Assembly records CPD records	SLT PSHE subject lead All subject leads for SMSC	Annual report to Governors Plan review February 2021 School Council minutes – speak to classes Pupil Voice questionnaire HoS
To provide appropriate support – including learning - for pupils with all forms of disability(including Social, Emotional and Mental Health issues SEMH)	Implement and review EHCPs, ANPs and Provision Maps TA support as appropriate Adjust resources as appropriate to ensure full access to activities in all areas of the curriculum CPD to ensure staff are trained to support children with EBD or medical needs Behaviour Policy reflects restorative practice by staff Provide Nurture for vulnerable children Use Thrive strategies Supervised LT provision	Pupils with all forms of disability	February 2018 onwards	SEND documentation, Pupil Progress records, planning and pupil books will evidence that all appropriate actions have been taken to support pupils with disabilities to access the curriculum to make good progress and achieve age related outcomes Staff are aware of the SEND code of practice and school SEND policy	SENCO– termly & annual reviews of SEND documentation/provision SLT – lesson observations, book looks & planning	Annual report to Governors Plan review February 2021 Pupil and Parent Voice questionnaire – SENCO Staff consultation – staff meeting

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To ensure that all children have access to educational visits, recognising that children have different needs so provision may need to be adjusted	Consider the needs of children with disabilities when completing pre-visit risk assessments and respond accordingly Ensure EFSM/Pupil Premium have equal access to educational visits – possible financial support	Pupils with all forms of disability	February 2018 onwards	Trips are planned in a bespoke way to be accessible for all pupils despite challenges.	Educational Visits Coordinator – ensure teachers are reminded SENCO	Annual report to Governors Plan review February 2021 Head of School review trip provision & risk assessments with EVC
Review all access points in school, shared pupil areas and pathways around school.	Review ramp and access/exit points & review signage in and around school	Pupils with all forms of disability	February 2018 onwards	All stakeholders can access our school building	SENCO Business Manager/Caretaker	Annual report to Governors Plan review February 2021 Pupil/Parent questionnaire HoS Site walk – Caretaker and Head of School