



CHAILEY SCHOOL

Accessibility Plan and Equality Objectives

Date Policy Reviewed:

March 2019

Reviewed:

March 2020

Chair of Governors:

A handwritten signature in black ink, appearing to read 'Judith Myles', written over a horizontal line.

Head Teacher:

A handwritten signature in black ink, appearing to read 'Helen Key', written in a cursive style.

Date Due for Review:

March 2023

Chailey School Accessibility Plan

Improving Access to the Physical Environment

	Targets	Actions	Timescale	Responsibility	Success Criteria
Short term	1. All building work has considered East Sussex Accessibility guidance.	a) East Sussex accessibility toolkit shared with relevant personnel and contractors	On-going	School Business Manager	On-going improvements in access to all areas when undertaking routine and maintenance works.
	2. Improve signage and external access for visually impaired people	a) Replace external light bulbs immediately when 'blown' b) Ensure all changes in level are highlighted in contrasting colours c) Improve provision of handrails internally and externally c) Seek advice from the East Sussex Guidance or Sensory Needs Service	Included in routine maintenance plans and site inspections	School Business Manager Site Manager	Visually impaired people feel safe in the grounds. Access around the site easier for all.
	3. Repaint classrooms in colours with suitable contrasting woodwork	a) Seek advice from the East Sussex Guidance or Sensory Needs Service. Get advice on appropriate colours	On-going	School Business Manager Site Manager	Colour schemes that support teaching, learning and behaviour. Classes accessible for visually impaired pupils.
	4. Ensure that all disabled pupils can be safely evacuated	a) Put in place Personal Emergency Evacuation Plans for all children at risk (There are students who will require an adult nearby to assist them should an evacuation be necessary)	On-going as part of individual student needs risk assessments	School Business Manager SENCO	All disabled children and staff working with them are safe and confident in event of fire.

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	Targets	Actions	Timescale	Responsibility	Success Criteria
Medium term	5. To promote equality of access within our school and within our wider community (visitors) and to ensure that all disabled students and visitors can be safely evacuated.	a) Review the Emergency Evacuation Plans for students with restricted mobility b) Consider and make explicit provision for HI & VI students in lockdown procedures c) Ensure all staff know their responsibilities with regards students who are designated disabled (Inc. HI & VI) d) Ensure all staff have procedures in place in class folder for those students who require assistance in the event of an emergency e) Where possible arrange for meetings for visitors to be on ground floor	On-going On-going On-going On-going On-going	School Business Manager SENCO	All disabled students and staff working with them are safe and confident in the event of an emergency. All disabled visitors able to have safe independent egress in emergency situations.
Long term	1. Ensure all fire escape routes are suitable for all	a) monitor accessibility of exit routes and fire doors b) Install ramps to make level egress on all fire exits c) Alter the fire doors to make them accessible to disabled people	On-going On-going as part of replacement programmes As above	School Business Manager School/LA School/LA	All disabled staff, pupils and visitors able to have safe independent egress in emergency situations.
	2. Disabled access to the playground and Sports field	a) Research different access options to allow the physically impaired to use the facilities on the lower playground and Sports field.	This has been researched but is currently cost prohibitive due to the change in levels between school and playing fields	School Business Manager Site Manager	Physically impaired people to have access to the physical education curriculum.

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Improving Access to the Curriculum

	Targets	Actions	Timescale	Responsibility	Success Criteria
Short Term	1. To ensure key staff have training on specific disability issues	a) Ensure CPD programme includes training on specific disability issues needs	On-going	CPD co-ordinator	Improved teaching and learning opportunities for all disabled students
	2. Ensure all staff are aware of disabled students' needs	a) Ensure ECM form is completed and circulated to all staff including first aiders and office support staff	Immediately	SENCO School Business Manager	Whole staff awareness of needs of disabled students
Medium term	2. Improve visual learning opportunities for disabled students	a) Use of appropriate hardware and software b) Access to appropriate software across school	On-going	SENCO Special Educational Needs and Disability administrator	Improved teaching and learning opportunities for all disabled students
	3. All curriculum areas to be aware of disability issues	a) Specific reference to disability equality in department handbooks and department reviews	On-going	Faculty Leaders	Improved curriculum access for all disabled students
Long Term	1. Ensure all staff, especially new staff have awareness of disability equality	a) INSET for all staff on disability equality	On-going	CPD Co-ordinator	Whole staff awareness of disability issues and improved teaching and learning opportunities for all students

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Improving Access to Information

	Targets	Actions	Timescale	Responsibility	Success Criteria
Short term	1. To ensure that prospective parents/carers develop positive relationships with school staff	<p>a) Invitation to KS2 – 3 transition group for vulnerable students</p> <p>b) To issue specific invitations to parents/carers when the need arises in order to foster positive relationships</p> <p>c) To respond promptly to any parental concern</p>	<p>May each year</p> <p>On-going</p> <p>On-going</p>	<p>SENCO</p> <p>Key Stage Directors</p> <p>All staff</p>	<p>Parents of disabled students feel that school promotes equality of opportunity</p> <p>Attendance increased at parent consultation evenings</p> <p>Parents report that their concerns are listened to</p>
	2. Review information to parents/carers to ensure it is accessible	a) Ensure that letters and all information sent home are clear and accessible	On-going	SLT and Key Stage Directors	All parents receive information in format they can access
	3. Develop school website and brochure to improve access to information	a) ensure that website and brochure are visual and accessible to all parents/carers	On-going	Head Teacher	Parents/carers and wider community aware of school's positive attitude towards disabled students