



Accessibility Plan

As a school we are committed to providing premises that are suitable and sufficient for all educational purposes thereby giving access to a broad and balanced curriculum for all students, irrespective of special need or disability. The Governing Board supports the principles outlined in the Equality Act 2010 and is supportive of widening access. Consequently it seeks to work jointly with the LA and others to:

1. Increase the extent to which disabled pupils can participate in the curriculum.
2. Improve the physical environment so that disabled pupils can take better advantage of education benefits, facilities and services.
3. Improve the amount and quality of information provided to disabled pupils and their parents and carers.

As a school we will audit our accessibility to improve access to the curriculum for students with special needs and disabilities. The school will continue to seek and follow the advice of professionals working in education to ensure barriers to learning are reduced and enable pupils to reach their full potential and make all reasonable adjustments. This Plan operates alongside the school's Special Educational Needs and Disability policy and is consistent with it in terms of principles and approaches to resourcing. The school is currently undergoing extensive building work which will create a two storey block with a lift to provide access for accessibility. The school is currently on one level and this has been accessible for all.

The school will actively seek to improve access to services in the ways set out below and through making reasonable adjustments. We will maintain an action plan as part of the overall School Development Plan which sets out the steps the school will take to achieve this. The accessibility action plan will be reviewed annually and updated to take account of improvements made, future resource availability and changing needs.

We will ensure the curriculum is differentiated to meet the learning needs of students with SEN and disabilities and that target setting is effective and appropriate for these students. We will make available written material usually provided to all students, in an appropriately presented form to SEN and disabled students eg pictorial and oral formats. We will also ensure that classroom organisation is planned to maximise learning opportunities.



We will seek to:

- Manage and improve the physical environment of the school buildings and grounds to meet the needs of a range of disabled students currently on roll and prospective students.
- To establish a culture of mutual trust and respect between all members of Polegate School.
- To build a community that celebrates achievement at all levels.



All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers must also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they must publish accessibility plans'....'setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.' (SEND code of Practice 2014)

' Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND code of Practice 2014).

The full range of needs and required support for all pupils identified as SEN Support or with a statement/EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2002
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- East Sussex County Council

1. Planning

1A: The purpose and direction of the school's plan: vision and values



Our vision statement is simply: 'Learning without Limits.' The shared aim is to provide an outstanding education for children of all abilities. Every opportunity is offered to inspire children in their learning. We want every child to exceed expectations and actively encourage close co-operation between home and school.

1B: Information from pupil data and school audit

Polegate School is a larger than average sized primary school, currently 453 pupils. The school has a nursery in addition to these numbers. Pupils come from a wide range of social economic backgrounds and their attainment on entry is below age related expectations. Polegate School has joined 2 local primary school and 2 secondary schools in an informal partnership.

The Polegate catchment area

- 59% of our pupils come from Polegate North
- 15% of our pupils come from Polegate South
- The highest level of educational qualification achieved by the biggest group of Polegate North residents (31%) is No qualifications. This is significantly higher compared with the 19.9% of residents aged 16 and over in Wealden with no qualifications. (WDC profile 2014)
- Polegate North is the Wealden ward with the 3 rd highest number of Private rented: Private landlord or letting agency households.(WDC profile 2014)
- The average household weekly income is £481.70 compared to £555.40 for East Sussex. (2014)
- 11.9% of people are affected by income deprivation compared to 7.9% in Wealden. (2014)
- 19.2% of children are living in poverty (in receipt of out-of-work benefits/ in receipt of tax credits with income below £30,000. Since 2010 there has been a increase each year. The Wealden average is 10.9% (2014). 1 in 5 children are living in poverty.
- 11.9% of people are affected by income deprivation compared to 11.9% in Wealden. (2015 OCSI)
- The percentage of lone parent families is higher (21.7%) than the Wealden average (9.7)
- For those children living in poverty 145 live in a lone parent household compared to 50



living in a couple family. This is statistically higher than East Sussex. A nursery was opened in February 2015 with additional 4 staff joining in September 2015. In April 2016 we appointed a nursery teacher to further drive our vision and secure improvements.

1C: Views of those consulted during the development of the plan



External validation from Inclusion Quality Mark- Flagship School Status

'This is a reflective community where very interesting developmental work takes place to ensure strategies meet the needs of pupils. On a wider level, the school supports other schools in the local area, on various aspects of CPD including phonics, Maths and PSHE through the Leaders of Learning Programme, of which 3 middle managers in the school are a part. They explained the excellent work they do both within the school and outside with other schools to train and

develop staff.'

'The school is continually developing its excellent practice on inclusion and is sharing its practice with other schools. I recommend that the school continues to hold Flagship status and is reviewed in one year's time.'

Ofsted Parentview 2018- 72 responses.

Pupil questionnaire Oct 2018

Architect and county as part of the building project 2018-2019 for school expansion.



The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

Objectives	Tasks	Resources	Lead	Monitor
To ensure that all staff have a clear understanding of the SEND Code of Practice 2014	Training provided by the SENDCo in INSET and through regular staff meetings. SENCO to attend termly LA SEN network meetings	INSET & Staff meeting time	UH HT	Evaluations on SDP. Head teacher report to Governors
To ensure all staff are trained to support pupils with ASD, ADHD, Dyslexia and Dyspraxia.	Training for all new members of staff. Updates and rolling programme of training for all staff	Staff meeting time	UH	Evaluations on SDP. Head teacher /SENCOreport to Governors
To ensure staff are trained to support pupils with medical conditions.	Update staff training annually in <ul style="list-style-type: none"> • Asthma • Epilepsy • Diabetes and as required in other specific conditions. Update Medical Conditions policy annually and ensure annual parents return is gathered.	Staff meetings and INSET for all staff Individual bespoke training	UH	Evaluations on SDP. Head teacher report to Governors
To continue to provision map to meet individual needs within each cohort.	UH to provision map and adjust TA support to meet individual/ group needs	UH to have time to look at data	UH	Head teacher report to Governors
To ensure staff are trained on the Restorative	Training for all new members of staff. Updates and rolling	Staff meeting time	UH CM	Head teacher report to Governors

practices to improve behaviour and resilience framework training	programme of training for all staff			
To improve accessibility for VI pupils	Adjust font size on ipads and whiteboards – use of relevant apps, magnifiers Resourcing appropriate books as appropriate	Class-teachers of VI children – when appropriate	Sensory Support service UH	UH
	Produce a range of learning materials and reading books in enlarged print and on appropriately tinted paper.	£100	Sensory Support service	UH
To improve accessibility for pupils with dyslexia	Purchase a range of acetate coloured slides, tinted paper and arrange of writing tools. Continue with dyslexia friendly approaches	£100	UH	UH to report to Headteacher and Governors
To ensure that any building improvements support pupils with VI/ Autism/ physical needs and vulnerable pupils.	When decorating and carpet colours are chosen the need for clear contrasts will be addressed.	Consideration at time of tendering.	UH / CMOD	Headteacher, AW, SP
To support reading & writing for pupils with specific learning difficulties – Year 5 & 6	Purchase individual toe by toe books, power of 2, precision teaching resources Clicker 6 software New apps to be explored	£100 per year	UH	UH to report to Headteacher and Governors
Development of Forest Schools within Polegate School	To further develop Forest Schools within Polegate School		UH/VV	Evaluations on SDP. Head teacher report to Governors
Emotional well-being -To support children with Change and loss in their lives	To continue to run FSA and Thrive sessions for the whole school. To continue to support targeted children with	New resources Thrive Licence Boxall online	UH AN	UH to report to Headteacher and Governors

	Thrive, Boxall interventions	profiling Staffing		
To ensure that staff are trained to support pupils with emotional needs.	Staff are trained by ESBAS , Ed Psy service consultations, resilience training,	INSET staff training	ESBAS School staff	UH
To develop behaviour mentor role to support challenging pupils	Staff to understand the role. Behaviour mentor to engage with restorative practices	Staff training	UH LC	UH to report to Head teacher and Governors
Review the PE curriculum to make PE accessible to all	To run don't dis my ability- promoting accessibility for all. Sourcing disabled sportspeople to encourage to visit school Use of community sports services Inclusion in Sports for all Competitions/ activities	Don't dis my ability week annually	UH CM EM TW	UH/TW/EM to report to Headteacher and Governors