

Improving the physical environment				
Targets	Actions	Timescale	Responsibility	Review
All building and re-decoration work takes account of East Sussex Accessibility guidance. On-going improvements in access to all areas when undertaking routine and maintenance works.	a) Share East Sussex accessibility toolkit with relevant personnel and contractors.	On-going	Head teacher/Governing body	This is on-going.
Any recent actions identified or taken:				
To ensure that the school and grounds have appropriate access for pupils, parents and the wider community.	Senco and Inclusion Governor complete a walk through school to review disabled access to the building and grounds and identify any (further) actions needed.	Term 6	SENCO/Governor.	<p>Walk completed July 2015. Observations:</p> <ul style="list-style-type: none"> • No disabled parking in public car park next to school, difficult access from car park due to high curb. Update Spring 2018: there is parking directly next to the school gate. Office advised to recommend this to any visitors with limited mobility. • Holes in playground surface to addressed by summer whole playground works. All complete. Playground surface smooth. • Locks difficult to use, consider easy slip type New security in place on all doors and gates. • Consider buying pack away ramps to improve access for disabled. We don't have the facility to store these. But will be mindful of needs of all visitors. • Push bar latch for door by spiral stair case. The door is not a designated fire door and is bolted internally as not in regular use. <p>Update September 2016 - white markings on edge of all steps to improve safety.</p>

<p>Ensure that disabled pupils can be safely evacuated.</p> <ul style="list-style-type: none"> Any disabled children and staff working with them will feel safe and confident in event of fire following regular fire-drills and evacuation procedures and responsibilities. Ensure all fire escape routes are suitable for all. 	<p>All staff to be aware of their roles and responsibilities for Personal Emergency Evacuation Plans for disabled children should the need arise. Monitored as part of Fire Risk Assessment</p>	<p>Review annually as part of Fire Risk Assessment</p>	<p>Head teacher/Site Manager/Governor</p>	<p>Completed July 2015. In the event that any child with mobility issues starts at the school, we will carry out an audit/assessment beforehand to ensure that fire escape routes are in place Spring 2018</p>
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Improving access to the curriculum				
Targets	Actions	Timescale	Responsibilities	Outcomes
<p>All teachers and teaching assistants have the necessary training to identify, teach and support disabled pupils. Raised confidence of staff in strategies for differentiation and increased pupil participation.</p>	<p>a) Undertake audit of staff training needs on curriculum access. b) All staff attend appropriate training - (INSET, staff meetings and TA meetings, other training) to meet identified needs e.g. dyslexia, differentiation, alternative recording, Outreach provision from external agencies Epi-pen. Ana-pen training, Asthma Inhaler training</p>	<p>From Autumn 2014</p>	<p>Head teacher/Head of School First Aid Coordinator</p>	<p>Staff attend a wide range of training. Skill sets are high and training across the partnership a priority.</p>
<p>All staff are aware of curriculum access issues. Classrooms are optimally organised to promote the participation and independence of all pupils</p>	<p>Class provision maps and SEN support plans are in place TA/Senco surgeries x 1 per term to discuss needs of individual children.</p>	<p>From T3</p>	<p>Head, Head of School, SENCO</p>	<p>Spring 2018 - all in place. Regular inclusion visits to classrooms.</p>

	Inclusive Classroom Checklist is used as part of all observations.			
<p>Ensure all staff are aware of, and able to use, SEN software and resources. Wider use of SEN resources in mainstream classes. Curriculum access improved for all children.</p> <p>Accessibility of classroom resources improved for all children.</p>	<p>a) Audit all SEN ICT and other resources and make list available to all staff</p> <p>b) Run training session on use of Communicate in Print.</p> <p>c) Arrange training for Clicker 6</p> <p>d) Use of CiP and Clicker 6 established in all classes.</p>	Review needs Sept 2015	<p>SENCO</p> <p>SENCO</p>	<p>Senco to investigate assistive technology being used successfully by other local schools. Sessions run. On request throughout year.</p> <p>Dragon Naturally speaking, voice to text software, in place Summer 2016.</p> <p>CLASS training to be cascaded from a local primary in T1. DONE</p>
<p>Review TA deployment</p> <p>Adult support is available during key times such as lunchtime, PE lesson in order for pupils to participate.</p>	Review provision to ensure TAs are available to support pupils as required	Regularly as part of Pupil Progress Review Meetings	Head, Head of School, SENCO	<p>Staff re-deployed for Sept 2016 to ensure that the correct support is in place where needed. More staff employed to cover TA/MDSA roles where needed.</p> <p>Staff deployment under constant review to ensure best use of support staff, Spring 2018</p>
<p>Ensure all extra curricular activities - school trips and residential visits are planned to ensure they are accessible to all.</p> <p>All out of school activities to be conducted in an inclusive environment with providers that comply with all current and future legislative requirements</p> <p>All children in school are able to access all school trips and take part in range of activities.</p>	<p>Review all out of school provision to ensure compliance with legislation</p> <p>a) Develop guidance for staff on making trips accessible</p> <p>b) Centres chosen which include provision for disabled pupils</p> <p>Charging and Remission Policy Reviewed, including use of PPG.</p>	<p>Ongoing</p> <p>As appropriate</p>	<p>Head teacher/Governors</p> <p>Educational Visits Coordinator</p>	All children have full access to all activities at school, Spring 2018

<p>As part of new curriculum introduction, ensure that all curriculum areas include disability issues/awareness</p>	<p>Include specific reference to disability equality in all curriculum planning.</p>	<p>From September 2014</p>	<p>Head teacher/Subject leaders</p>	<p>Consider an Accessibility Day in school year 2016/17. Or, promoting positive images of disability focus. This was not done. To be considered for 2018/19.</p>
<p>Ensure all children participate equally in after school and lunchtime activities. All children confident and able to participate equally in out of school activities.</p>	<p>Survey participation in clubs at lunch and after school.</p>	<p>Spring 2015</p>	<p>Head teacher/SENCO</p>	<p>Spring 2016: A wide range of children belong to all clubs. They are open to all children. Funding is available so that all children to attend Reading Eggs club if they want to. September 2016; plans to start a Mathematics Club. All children access a wide variety of clubs.</p>

Improving access to information				
Targets	Actions	Timescale	Responsibilities	Success criteria
Availability of written materials in different forms (larger or alternative formats). Delivery of information to all pupils, staff and parents improved.	The school will make itself aware of the services available through the LEA for converting written information into alternative forms. Parents of children with English as an Additional Language to be aware of the support available through EALS.	From September 2014	Head teacher	Pastel papers in all classrooms for children to use if they choose to. More paper ordered for Sept 2015. Enlargements of written texts if needed.
Make available school prospectus, school newsletters and other information for parents in alternative formats. Delivery of school information improved School information published on school website and Parentmail updated regularly	Review all current school publications and promote their availability in different formats as required School office staff and PSA will support and help parents to access information and complete forms for them.	From September 2014	Head teacher	The school prospectus is on the website; hard copies are available on request. These can be enlarged if needed.
Extending the use of the learning platform for sharing information with parents, carers and children.	Class teachers to promote increased use of the learning platform, more discussion among children about its use, increased engagement.	From September 2014	Head teacher, Class teachers	The learning platform is well used and children are accessing MyMaths and Reading Eggs at home. From September 2016: just Mathletics. Subscription to Reading Eggs transferred to this.
Survey parents/carers about the quality of school/home communication. Parental information is surveyed and action take and appropriate	Send out survey to parents about the quality of communication.	Spring 2015	Head	Parent questionnaire completed January 2015, most parents (91%) said that the school responds well to any parental concerns they might have and 94% said they receive valuable information about their child's progress but not specifically addressing wider communication.

To ask in next questionnaire?:

1. The school, through parent's evenings, written reports (and...) communicates with me effectively about my child's progress.
2. The school, through the website, newsletter, emails and text alerts communicates with me effectively about school events and activities.
3. The school seeks my views and listens to my concerns.
4. Any concerns I have had over the last year have been well handled.
5. The school is welcoming and there are opportunities for me to get involved.