

Improving the physical environment				
Targets	Actions	Timescale	Responsibility	Recent actions identified and taken. Annual Review
1. All building and re-decoration work takes account of East Sussex Accessibility guidance. On-going improvements in access and lighting to all areas when undertaking routine and maintenance works.	<ul style="list-style-type: none"> a) Share East Sussex accessibility toolkit with relevant personnel and contractors. b) Regular termly meeting for HT and PM 	<p>Short term On-going</p>	<p>Head teacher/Gov/ Premises Manager</p>	<p>ongoing</p>
2. To ensure that the school and grounds have safe appropriate access for the current pupils, parents and the wider community	<p>In the short term:</p> <ul style="list-style-type: none"> a) Annually Head, IM, SM and Inclusion Governor complete a walk through school to review disabled access to the building and grounds and identify any (further) actions needed. b) Prior to registration of a new pupil with physical needs appropriate advice will be taken from parents/OT regarding the accessibility of site and classrooms for this pupil c) School to make parents and carers aware of easy/easier access at the school via the lower playground gate and the back doors should it be needed d) All invites to attend functions at the school to include an indication that wheelchair or sloped access to the site will need to be prearranged in advance particularly at the weekend and to call the school in advance. 	<p>Short term Annually Term 6 each year</p> <p>Pre registration of new pupils</p> <p>Ongoing newsletters termly from Sept 19</p> <p>Ongoing from Sept 19</p>	<p>Head, IM, SM and Governor.</p> <p>HOS/IM</p> <p>HOS/office/Governors</p> <p>HOS/Office/Governors</p>	<p>July 19 - class room use reallocated to increase access to outside area/fire exits</p>

	This will be highlighted to external users.			
3. To ensure that the school have safe appropriate access to the front and back of the school, and the school hall for the current pupils, parents and the wider community with mobility difficulties	<p>In the medium term;</p> <p>a) Liaise with the parish council to establish disabled parking bays near the two entrances to the school</p> <p>In the long term;</p> <p>a) Consideration of how sloped access to the front/reception area of the school can be landscaped to establish an appropriate sloped entrance</p>	<p>Medium term July 20</p> <p>Long term 2022-23</p>	<p>Governors</p> <p>Exc Head/ Governors</p>	
4. To ensure access from the playground to the school building is safe for those with mobility difficulties	<p>In the medium term</p> <ul style="list-style-type: none"> • Placing a second handrail along the sloped path • Painting the edges of steps, the manhole on the slope, the drain and the gutter across the path in a bright colour • All class room exits on to fire escape routes to be audited for steps and width of pathway <p>In the long term</p> <ul style="list-style-type: none"> • Landscaping that reduces the slope gradient 	<p>Medium term Sept 2020</p> <p>Medium term by July 20</p> <p>Short term July 19</p> <p>Medium term Sept 21</p> <p>Long term 2022-23</p>	<p>Ex Head/HOS caretaker</p> <p>Exc Head/Governors caretaker</p>	
5. Ensure that disabled pupils can be safely evacuated. <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 	<p>a) Personal Emergency Evacuation Plan to be established for all disabled children as they start at the school. This is to include an audit/assessment beforehand to ensure that appropriate fire escape routes are in place.</p>	<p>Pre-pupil start date</p>	<p>HOS/ Governing body</p>	

<p>responsibilities.</p> <ul style="list-style-type: none"> • Ensure all fire escape routes are suitable for all. 	<p>Including review of steps/widths of paths on escape routes.</p> <p>b) All staff to be aware of their roles and responsibilities for Personal Emergency Evacuation Plans for disabled children</p> <p>c) Monitored as part of Fire Risk Assessment</p>	<p>Revisit at APDOR reviews termly and class transition handover annual</p> <p>Annual review as part of Fire Risk Assessment</p>	<p>Inclusion Manager/class teachers</p> <p>HOS</p> <p>HOS</p>	
<p>6. To ensure that pathways and corridors are safe and well lit</p>	<p>In the short term;</p> <p>a) Establish solar powered lighting from reception to the carpark</p> <p>b) To review the lighting in the corridors to ensure visibility is good for those with reduced mobility and vision</p> <p>In the medium term;</p> <p>c) To review lighting in the cloakroom areas</p>	<p>2018-19</p> <p>2019-20</p> <p>Medium term 2020</p>	<p>Exc Head/ caretaker</p> <p>Exc Head/govs/ caretaker</p> <p>Exc Head/govs/ caretaker</p>	
<p>To ensure that accessible toileting facilities are available for current pupils, parents and the wider community</p>	<p>In the medium term:</p> <p>a) Review the numbers the hall can hold for training or events in light of the number of toilets available for adults</p> <p>In the long term:</p> <p>a) Review the suitability of the disabled toilet for wheelchair access and changing facilities including support bar on wall</p> <p>b) Establish toileting facilities within close proximity to the hall</p>	<p>Short term Autumn 2019</p> <p>Long term 2021</p> <p>2022</p>	<p>Exc Head</p> <p>Exc Head</p> <p>Exc Head/Govs</p>	

Improving access to the curriculum				
Targets	Actions	Timescale	Responsibilities	Recent impacts and Outcomes reviews
<p>All teachers and teaching assistants have the necessary training to identify, teach and support disabled pupils.</p> <p>Teachers to be aware of their duty to provide teaching for all pupils (disabled/ SEND and other)</p>	<p>a) Staff to be made aware of the recommendations in the SEND monitoring visit</p> <p>b) School will ensure that staff have the appropriate training to meet the individual needs of children with disability as appropriate.</p> <p>c) All staff attend appropriate training - (INSET, staff meetings and TA meetings, other training) to meet identified needs e.g. dyslexia, differentiation, Outreach provision from external agencies Epi-pen. Ana-pen training, Asthma Inhaler training</p> <p>d) Curriculum is reviewed to ensure VG needs are addressed</p> <p>e) Sensory audit to be completed</p>	<p>Aut 2019</p> <p>Autumn 2019</p> <p>As required</p> <p>Dyslexia 9/7/19</p> <p>Spring 20</p> <p>2020-21</p>	<p>IM</p> <p>IM SEND staff meeting</p> <p>IM/HOS/First Aid Co-ordinator</p> <p>IM</p> <p>IM</p>	
<p>All staff are aware of curriculum access issues for VG.</p> <p>Class teachers' planning shows awareness of the needs of all children and promotes independence.</p>	<p>a) Class provision maps and APDOR plans are in place</p> <p>b) TA/IM surgeries x 1 per term to discuss needs of individual children.</p> <p>c) Planning indicates differentiated access for all VG. Monitored 3 x annually</p>	<p>From T1 and onwards termly</p> <p>W6 T 2,4,6</p>	<p>CT IM monitoring</p> <p>HOS/IM</p> <p>CT IM</p>	

<p>Classrooms are optimally organised to promote the participation and independence of all pupils, including use of CiP and posters/visuals to identify resources (labels etc) across the school.</p>	<p>by IM d) Sensory circuits group is established and reviewed termly</p> <p>Inclusion feedback is used as part of all observations.</p> <p>CiP signs are visible in classrooms and around the school</p>	<p>Aut 19</p> <p>Triangulation dates see SDP</p>	<p>IM/SEND TA</p> <p>HOS/IM</p> <p>CT/IM</p>	
<p>Ensure all staff are aware of, and able to use, SEN software and resources. Curriculum access improved for all children.</p> <p>Print size and font is considered for all paperwork taking into account advice from British Dyslexia Association</p>	<p>a) ICT lead teacher to audit all SEN ICT and other resources and make list available to all staff b) IM to organise a refresher training session with TAs on use of Communicate in Print c) CTs to ensure Dyslexia friendly backgrounds on smartboards d) IM to share with all staff/office advice from BDA - recommends use of Arial, Comics Sans or Verdana, size 12-14, large line spacing, good letter and word interspacing. This is to be considered in all prints - leaflets, orders of services as well as classroom prints.</p>	<p>Review needs Aut T2 2019 SEND staff meeting Aut 2019-20 SEND staff meeting Sp 2019-20</p>	<p>ICT lead/IM</p> <p>IM</p> <p>CTs</p>	
<p>Review TA deployment to ensure that adult support is available as appropriate during key times such as lunchtime, PE lesson in order for pupils to participate.</p> <p>All adults working with children are informed of the needs.</p>	<p>Review provision to ensure TAs are available to support pupils as required.</p> <p>CTs ensure that all relevant information is communicated to all adults working with children.</p>	<p>Ongoing regularly as part of Pupil Progress Meetings</p> <p>As above</p>	<p>Head, Head of School, IM</p>	

<p>Pupil Passports for all pupils with SEND are attached to the Register/Inclusion folder in each class. All teaching staff (including temporary staff) to be requested to read as part of induction.</p>	<p>Pupil passports developed with staff, parents and pupils</p> <p>Practicality and use reviewed</p>	<p>2020-2021</p> <p>2021-22</p>		
<p>Ensure all extra curricular activities - school trips and residential visits 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 a range of activities with all reasonable adjustments.</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 as appropriate</p> <p>c) Review educational visits policy and ensure that risk assessments comply with latest advice.</p>	<p>Ongoing</p> <p>As appropriate</p>	<p>Head/Governors</p> <p>Educational Visits Coordinator</p>	
<p>Ensure all children participate equally in after school and lunchtime activities.</p> <p>All children confident and able to participate equally in out of school activities.</p>	<p>Review participation in clubs at lunch and after school.</p> <p>Feedback to SLT and introduce strategies to increase numbers if necessary</p>	<p>Spring 2020</p> <p>Summer 2020 onwards</p>	<p>IM</p> <p>IM/HOS</p>	

Improving access to information				
Targets	Actions	Timescale	Responsibilities	Success criteria
<p>Availability of written materials in different forms (larger or alternative formats). Delivery of information to all pupils, staff and parents improved.</p> <p>Pastel papers in all classrooms for children to use if they choose to.</p> <p>Parents of EAL pupils are aware of the availability of translations/translators and EAL services</p>	<p>The school will make itself aware of the services available through the LA for converting written information into alternative formats.</p> <p>Parents of children with English as an Additional Language to be aware of the support available through EALS (including possibility of bilingual support officers) via newsletter and individual approaches)</p> <p>Translator line available on the newsletter and other communications sent out to parents</p>	<p>From September 2019</p> <p>On entry</p> <p>Newsletters annually Sp 2020</p> <p>2020-21</p>	<p>Head /office</p> <p>IM/HOS/Office</p> <p>office</p>	.
<p>Make available school prospectus, school newsletters and other information for parents in alternative formats.</p> <p>Delivery of school information improved.</p> <p>School information published on school website and Parentmail updated regularly</p> <p>Translation/enlargement easily available</p> <p>Development of parental support group</p>	<p>Review all current school publications and promote their availability in different formats as required.</p> <p>School office staff and FPTA will support and help parents to access information and complete forms with them.</p> <p>Parent support group established with regular input for VG from professional but mainly an opportunity for parents to</p>	<p>From September 2019</p> <p>Ongoing</p> <p>Sept 19 onwards</p>	<p>Head /office</p> <p>HOS/office</p> <p>IM</p>	

	share skills/ advice with each other			
Survey parents/carers about the quality of school/home communication. Parental information is surveyed and action taken appropriately.	Send out survey to parents about the quality of communication. Termly parent forums take place	Spring 2020 Spring 19 onwards	HOS HOS	