

# **North Mundham Primary School 2021-2023 Accessibility Plan**

**North Mundham Primary School's Vision:  
BELONG to the school family  
BELIEVE that you can achieve  
ACHIEVE your potential**

**Goals and Targets for Accessibility as revised in 2017 and updated outcomes 2021**

**Please note:**

- **Following the review of the Accessibility Plan a number of new goals and targets were identified in 2017 for action 2017 – 2021. Please see Outcomes column.**
- **In February and March 2021 the Accessibility Working Party met to update the Accessibility Plan.**
- **The Plan will be updated every three years. Next Review will be March 2023.**

- **Relevant guidance from the government:**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/315587/Equality\\_Act\\_Advice\\_Final.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf)

- **Guidance from the Equality and Human Rights Commission:**

[https://www.equalityhumanrights.com/sites/default/files/technical\\_guidance\\_for\\_schools\\_england.pdf](https://www.equalityhumanrights.com/sites/default/files/technical_guidance_for_schools_england.pdf)

**(1) Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;**

<b>Barrier to access</b>	<b>Strategy for removal</b>	<b>Actions and Outcomes 2013</b>	<b>Actions and Outcomes 2017</b>	<b>Actions 2020-2023</b>
1. Year 6 classroom has high hard ceiling making it acoustically difficult for HI pupils	Possibility of ceiling being faced with acoustic tiles to be investigated.	Year 6 classroom ceiling to be considered for acoustic treatment in next minor works programme. Completed	New interactive whiteboard and speaker system to be installed in year 6.  Completed	Not applicable
2. No quiet room for pupils with an autistic spectrum disorder needing time-out	Development of old library as small quiet room	Area named 'Small Group Room' to be made available as needed  Completed	Small Group Room to be used as a teaching room September 2017  Completed	Continue to timetable use of small group room as appropriate dependent on needs. Look into sensory equipment to be used in this space.
3. Forest School – wheelchair friendly path difficult to maintain.	Regular clearing of the 'Fuzzies' woodland area led by Chris Orchard.	To be cleared as regularly as possible, dependent on availability of support	Investigate how other Forest Schools provide access for disabled children.  Ongoing consideration	Path to be regularly maintained for use. Ensure it remains/is made wide enough for wheelchair access as/when needed.

<p>4. Support for visually impaired children to find their way around the building</p>	<p>Originally (2004) school had colour contrasting painted on steps to mobile classrooms.</p> <p>Internal doors were colour contrasted and this was a requirement for all decorating schemes.</p>	<p>School redecorated during this timeframe.</p>	<p>Ongoing consideration. School to be redecorated by 2020.</p> <p>Colour contrasting to be re-painted on steps to mobile classrooms. 2017</p> <p>Internal doors to be colour contrasted 2020. Ongoing.</p>	<p>Repainting scheduled for 2022 to include contrasted doors.</p> <p>Colour contrast strip on steps to mobile classroom maintained regularly. Repainted in Jan 2021.</p>
<p>5. Access and safety on North Mundham Playing Field</p>	<p>No access issues. Fully supervised.</p>		<p>Headteacher to continue to monitor and report back to governors.</p>	<p>Headteacher to continue to monitor and report back to governors.</p>
<p>6. Physical access and safety re clubs</p>	<p>Ensure a wide range of clubs are provided, led by trained staff.</p>	<p>Continually change, update and review clubs offered. Termly</p>	<p>Wide range of activities offered to be inclusive of all.</p>	<p>Headteacher to monitor and report back to Governors</p> <p>(Risk assessments to lead in relation to Covid 19)</p>

7. Access to huts/ Year 3 and 4 classrooms	Review of disabled access to huts and removal/adjustment of steps			Sourcing a temporary ramp if needed. Review of Huts to be held with WSCC in rebuild/renovation
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**(2) Increasing the extent to which disabled pupils can participate in the curriculum; improving the availability of accessible information to disabled pupils.**

<b>Accessibility barrier/need</b>	<b>Strategy for removal /development</b>	<b>Actions and Outcomes 2013</b>	<b>Actions and Outcomes 2017</b>	<b>Actions 2020-2023</b>
1. Staff to have greater awareness of individual pupils' learning styles	Training for teachers and teaching assistants on individual learning styles and how these can best be accommodated in teaching and learning programmes	Was a major topic for the school's in-service training programme in 2007/2008 and is now incorporated in all in-service training.	Ongoing in-service training. All classrooms now have interactive white boards.	On-going in-service training. Monitoring by SENDCo and Headteacher  Learning Walks by Governors to understand the policy.
2. Staff to ensure that remote learning is accessible to <b>all</b> pupils	School to ensure remote learning policy is implemented and allows all pupils to access learning remotely, as and when necessary.			Regularly review Remote Learning Policy and provide a range of learning resources that can be adapted and differentiated to suit all pupils. Monitor and

				offer additional support to pupils and parents where required.
3. Provision for inclusion of pupils with an autistic spectrum disorder	Further training for all staff with specialist input for EP and Social Inclusion Team	Ongoing	In-service training re Social Stories, use of Visual Timetables, low level autism, Teachers and Teaching Assistants had training.	On-going in-service training  SENDCo to monitor use of Visual Timetables.  Learning Walks by Governors to understand the policy.
4. Teaching assistants to be able to use ICT when supporting children with a disability	On-going training in the use of ICT with children with a disability	Revision of 'Clicker' programme to be topic in school's in-service training programme for TAs in 2012/2013. ICT training to be ongoing.	Revision of 'Clicker' programme completed  ICT training on-going	ICT training on-going.  SEND Governor to visit to view 'Clicker' programme and other ICT support for SEND children.
5. Some pupils with a disability need more time when being assessed	School to apply for additional time allowances for written SATs papers	Ongoing	On-going	On-going

<p>6. Arrangements for school staff, including visiting health professionals, to be accessible to parents to enable difficulties and issues to be shared/discussed early</p>	<p>Regular parent drop-in sessions set up for parents to meet with SENCO and school nurse</p>	<p>Ongoing</p>	<p>Parents know how to contact SENDCo and when SENDCo is available to meet with them through information on school's website. Contracts for school nurses changed, drop-ins are not possible. New system – Headteacher phones school nurse/ Diabetes Team if meeting is needed.</p> <p>This would also be part of Early Help Plan if needed.</p>	<p>System for contact with SENDCo / School Nurse / Diabetes Team remains the same.</p> <p>Use of Early Help Plans.</p> <p>Professionals to be allowed access to Edukey as appropriate.</p>
<p>7. Supporting parenting skills</p>	<p>Parenting courses and coffee mornings/drop-in advice sessions to be set up</p>	<p>Parenting support sessions on-going. Part of Early Help Plans when appropriate</p>	<p>Parenting support sessions on-going. Part of Early Help Plans when appropriate.</p>	<p>Regular termly meetings with Early Help team and SENDCo to make sure services accessible are up to date and</p>

				displayed visually in school office for parents.
8. Need to ensure curriculum and written materials reflect needs of children with a disability	Head teacher and SENCO to monitor school's response to disability issues in the curriculum and in written materials	Regular monitoring of curriculum materials now ongoing	Monitoring has taken place by Headteacher and SENDCo.  Learning Walks by Governors to understand the policy.	Continue to embed new 'Cornerstones' curriculum to ensure broad and continuous inclusive coverage.
9. To improve the understanding of the needs of children with Attention Deficit and Hyperactivity Disorder (ADHD)	Headteacher and SENDCo to seek training for teachers and teaching assistants on strategies to support ADHD.	To be considered as next area for school training	In-service training by summer 2018.  Completed	SENDco to continue to ensure all staff are equipped with Quality First Teaching (QFT) skills.  to create an inclusive learning environment. SENDCo has provided a 'toolkit' to support teachers to ensure QFT is in place to support ADHD. SENDco to monitor use.
10.To further develop the expertise of	Headteacher and SENDCo to seek training for teachers and teaching	Ongoing	Ongoing in-service training. Revisited regularly with staff a	Make use of interventions and continue to create dyslexia friendly



staff re children with dyslexia.	assistants on strategies to support dyslexia.		and SENDCo in staff meetings.	classrooms. Training for new members of staff and refreshers for all staff.
11.Access to the wider curriculum offered by school clubs.	Ensure a wide range of clubs are provided, led by trained staff	Continually change, update and review clubs offered for pupils with SEND. Termly. Questionnaire to children.	Wide range of activities offered to be inclusive of all. Monitor which children from SEND list attend clubs.	Headteacher/SENDCo to monitor which SEND children attend and if not why not and report back to Governors.

Disabled access to hut maybe? – I would assume the classrooms would be switched around in this instance so is this something we'd need to mention or not? Investigate cost of a ramp?