

Accessibility Plan 2020-2023

Written	2020
Reviewed	April 2021
Date of next review	April 2023

Accessibility Plan

The Purpose of this Plan

This plan shows how The Globe Primary Academy intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Contextual Information

The Globe Primary Academy plays an important role in the community of Sompting and Lancing. There has been a school on the current site since 1935.

The Globe Primary Academy, previously The Globe Primary School was formed in 2008 as a result of the amalgamation of The Willows First School and Oakfield Middle School. This amalgamation allowed for the inclusion of an induction loop in the Community Hall and the construction of a disabled toilet. The school became an academy and joined REACH2 Academy Trust on 1st November 2014.

The school is all on one level. Many classrooms have step free access from the playgrounds and have step free access from the inside of the school.

At present we have one wheelchair dependent pupil, but no wheelchair dependent parents or members of staff.

Current Range of known disabilities

The school has children with a range of disabilities which include moderate and specific learning disabilities and a small minority with complex medical conditions. ^(SEP) We have a very small number of pupils and parents who have a hearing impairment or a visual impairment.

Areas of planning responsibilities

1. Improving the quality of the experience for hearing impaired visitors and users of the school (this includes facilities provided at the Main School Office and in the Large Hall and Dining Hall)
2. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education) ^(SEP)
3. Improving the delivery of written information to disabled pupils, visitors and staff (this will include planning to make written information that is normally provided by the school to its pupils available to

disabled users). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe ⁽¹⁾₍₂₎ ⁽³⁾₍₄₎ ⁽⁵⁾₍₆₎ ⁽⁷⁾₍₈₎ ⁽⁹⁾₍₁₀₎ ⁽¹¹⁾₍₁₂₎ ⁽¹³⁾₍₁₄₎ ⁽¹⁵⁾₍₁₆₎ ⁽¹⁷⁾₍₁₈₎ ⁽¹⁹⁾₍₂₀₎ ⁽²¹⁾₍₂₂₎ ⁽²³⁾₍₂₄₎ ⁽²⁵⁾₍₂₆₎ ⁽²⁷⁾₍₂₈₎ ⁽²⁹⁾₍₃₀₎ ⁽³¹⁾₍₃₂₎ ⁽³³⁾₍₃₄₎ ⁽³⁵⁾₍₃₆₎ ⁽³⁷⁾₍₃₈₎ ⁽³⁹⁾₍₄₀₎ ⁽⁴¹⁾₍₄₂₎ ⁽⁴³⁾₍₄₄₎ ⁽⁴⁵⁾₍₄₆₎ ⁽⁴⁷⁾₍₄₈₎ ⁽⁴⁹⁾₍₅₀₎ ⁽⁵¹⁾₍₅₂₎ ⁽⁵³⁾₍₅₄₎ ⁽⁵⁵⁾₍₅₆₎ ⁽⁵⁷⁾₍₅₈₎ ⁽⁵⁹⁾₍₆₀₎ ⁽⁶¹⁾₍₆₂₎ ⁽⁶³⁾₍₆₄₎ ⁽⁶⁵⁾₍₆₆₎ ⁽⁶⁷⁾₍₆₈₎ ⁽⁶⁹⁾₍₇₀₎ ⁽⁷¹⁾₍₇₂₎ ⁽⁷³⁾₍₇₄₎ ⁽⁷⁵⁾₍₇₆₎ ⁽⁷⁷⁾₍₇₈₎ ⁽⁷⁹⁾₍₈₀₎ ⁽⁸¹⁾₍₈₂₎ ⁽⁸³⁾₍₈₄₎ ⁽⁸⁵⁾₍₈₆₎ ⁽⁸⁷⁾₍₈₈₎ ⁽⁸⁹⁾₍₉₀₎ ⁽⁹¹⁾₍₉₂₎ ⁽⁹³⁾₍₉₄₎ ⁽⁹⁵⁾₍₉₆₎ ⁽⁹⁷⁾₍₉₈₎ ⁽⁹⁹⁾₍₁₀₀₎

Each action and its accompanying targets in order to achieve them are now listed on the following pages.

1. Improving the quality of the experience for hearing impaired visitors and users of the school

Improving the quality of the experience for hearing impaired visitors and users of the school teaching and learning lies at the heart of the school's work. Through Premises Development Planning and the regular and on going review of works to be completed, we aim to improve the facilities for the hearing impaired within our school. We aim to meet every hearing impaired visitor's needs by improving the facilities provided at the main office, in the Large Hall and in the Dining Hall.

Target	Strategies	Time-scale	Responsibility	Success Criteria
1a) Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia friendly classrooms, Autistic Spectrum Disorder (ASD) friendly classrooms and differentiation Online learning modules if required	ASD focus - 2023 Focus - 2022-23	SENCO	Raised staff confidence in strategies for scaffolding and increased pupil participation
1b) Use an induction loop at the School Office to support those with a hearing impairment	Install a counter loop to help enable easy voice communication through such barriers as security screens, other conversations, or background noise.	By July 2023	School Business Manager (SBM) and Premises Officer	Improved facility provided at the School Office for visitors and other users.
1c) Use an induction loop in the Large Hall to support those with a hearing impairment	Install a room loop to help overcome factors such as poor acoustics, background noise or distance from the speaker. Hearing aid users simply switch to the 'T' setting to amplify speech directed into	July 2023	SBM and Premises Officer	Improved facility provided for hearing-impaired visitors to shows, events and assemblies held in the Large Hall.

	the microphone.			
1d) Improve soundproofing in Large Hall and Dining Hall	Install sound reducing display boards in pertinent locations to help improve sound in the Large Hall and Dining Hall	September 2024	SBM and Premises Officer, LSA with responsibility for hearing imp	Sound proofing in the Large Hall will be improved, children and visitors will report reduced levels of interference/background noise in these locations

2. Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known as they enter the school.

Target	Strategies	Time-scale	Responsibility	Success criteria
2a) The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the Pupil Passport process when required. Be aware of staff, governors and parents access needs and meet as appropriate Consider access needs during recruitment processes.	As required, at Induction and on-going if required	SENCO	Pupil Passport in place for disabled pupils and all staff aware of pupils needs. All staff and governors feel confident their needs are met. Parents have full access to all school activities. Access issues do not influence recruitment and retention issues
2b) Layout of school to allow	Consider needs of disabled pupils,	As required	Headteacher/ Governors	Access for all

access for all pupils to all areas (with the exception of the classrooms with low steps in 2 of the 3 Year 4 classes and all Y5 and Y6 classes)	parents/carers or visitors and convert access to at least one classroom in each year group		/Premises Officer/ School Surveyor	
2c) Ensure independent access to School Office for all	Make repairs to allow independent entry for wheel chair users - install to automatic doors	By 2023, when funds allow	Head teacher	Disabled parents/carers/ visitors feel welcome and can access school independently
2d) Improve external and internal environment access for visually impaired people	Renew yellow strip mark step edges Regularly replace broken blinds in classrooms and other spaces	On going and as required	SENCO	Visually impaired people feel safe in school grounds and in school buildings
2e) Ensure all disabled pupils can be safely evacuated	Develop a system to ensure all staff are aware of their responsibilities in relation to disabled pupils	As required	SENCO	All disabled pupils and staff working alongside are safe in the event of a fire
2f) Ensure hearing and visual environment in classrooms is	Seek support from Local Authority hearing impairment (LA HI) and Visual	On-going	LA HI and VI advisory teachers in conjunction with SENCO	All children have access to the appropriate environment

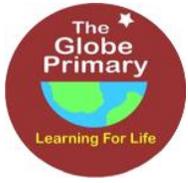


regularly monitored to support hearing impaired and visually impaired children	Impairment (VI) advisory teachers			
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3. Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English. School office will support and help parents to access information and complete school forms	During induction On-going Current	School Office IT technician	All parents receive information in a form that they can access All parents understand the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print and use matt and coloured laminates for pupils with a visual impairment	As required	Office	Excellent communication. On-going appropriate use of resources
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
Provide information in other languages for pupils or prospective	Access to translators, sign language interpreters to be considered and	As required	SENCO	Pupils and/or parents feel supported and included



pupils	offered if possible			
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