

## Accessibility Plan

Town Junior School

Dates: From Sept 2015 to July 2019 (3year plan – to be reviewed annually) REVIEWED April 2019 – next review April 2020

The **Equality Act 2010** places specific duties on the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** forms part of the **Disability Equality Scheme** and sets out how the governing body will improve access to education for disabled people in the three areas required by the planning duties in the Equalities Act.

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which disabled pupils and parents / carers can take advantage of education and associated services.
- Improving the delivery of information to disabled pupils and parents / carers.

Outcomes for groups of children and young people / staff / parents and carers	Actions			Evidence	Dates (from and to)
	What/How	Lead	Resources		
<b>Curriculum</b> To improve access, progress and participation for all children including those with learning and or social and emotional difficulties	<b>Monitoring</b> Pupil progress monitored and analysed to identify vulnerable groups / individuals  Pupil progress meetings  Assessment weeks Teacher's update progress tracking data  Individual Target Plans (ITP) reviewed  Curriculum Leader monitoring  Book scrutiny and moderation  Quality First Teaching and differentiation - Planning scrutiny / Lesson Observations / Learning walks	SLT / Curriculum leaders / class teachers / SENCo	Time allocation and cover costs   Target Tracker  Language and Literacy Tool-kit continuum and tracker  Individual Target Plans  Lexia software, Wordshark  One page profiles, graduated approach planning document	School Improvement Plan  Monitoring and Evaluation Cycle Classroom observations  Target groups identified / impact of interventions tracked  Class teacher planning  Pupil questionnaires  Parent questionnaires  Feedback on observations / learning walks/ planning	On-going  Annual / termly timetable for directed time and assessment weeks.  termly  termly

	Parent consultation meetings Performance Management		Blue sky	Performance Management reviews	Annual cycle/ mid-point reviews
	<b>Training and support</b> Interventions to address individual / group needs and barriers to learning  Effective use of additional adults Observations Learning walks  Staff training – to address identified needs  Referrals to external agencies for specific children  Multi- agency planning meetings  Meeting for specific children,  Training to improve staff skills and confidence ( in school / courses)	SLT / Curriculum leaders / class teachers / SENCo / DSL / learning Mentor	Time allocation and cover costs  Provision mapping  Course costs  Cost of traded services hours	Staff confidence/feedback – questionnaires    Weekly staff training / learning support groups / INSET days   Pupil files and records  Reports and feedback from external agencies	Annual / termly timetable for directed time and assessment weeks.
	<b>Policies</b> Regular review of policies to ensure they meet the needs of all children			All policies reviewed within set timescales as identified in the policy	
<b>Environment</b>  To improve access to the school site for all	<b>General access</b> Audit of physical environment with parents / children with disabilities	SENCo / SLT / Governing Body	Liaise with	Learning walk feedback	To be reviewed annually

	<p>Car park – improve disabled parking spaces, additional dropped kerbs</p> <p>Improve signage e.g. phone number for anyone having difficulty accessing site and directions to school office</p> <p><del>School entrance refurbishment consultation with parents / children to ensure facilities (e.g. bell, desk) are at appropriate heights</del></p> <p>Improve signage in school to accessible toilets – visitors toilet in main corridor and toilet community room</p> <p>Improve visitors' toilet – door currently heavy and difficult for child to open. Limited space for a wheelchair. Feedback suggests opening out would provide better access</p> <p>Ensure that the range of needs of children with disabilities is considered when replacing tables and chairs – in consultation with external agencies</p>		<p>Plantsbrook School as part of building programme</p> <p><del>Refurbishment costs (see pre-emptory planning)</del></p> <p><del>Refurbishment costs</del></p> <p>Furniture costs</p>	<p>Feedback from all stakeholders</p> <p>New signage in place</p> <p><del>New entrance completed</del></p> <p><del>Feedback from all stakeholders</del></p> <p><del>Feedback from all stakeholders</del></p> <p>Range of furniture in use</p>	<p>TBC</p> <p>TBC</p>
	<p><b>Pre-emptory planning</b> Admission of new child (Sept 16) with complex needs requiring personal care facility (PCF) Toilet facilities and personal changing facilities in place for student with complex needs.</p>	<p>SENCo / SLT/ external agencies/ parents</p>	<p>Multi- agency meetings and consultation with parents</p> <p><del>Refurbishment / additional facilities as necessary.</del></p>	<p>Successful transition. Feedback from child / parents / staff.</p> <p>Appropriate PCF in place</p>	<p>Reviewed annually as required</p>

			Allocation of 1:1 support assistant  Time allocation and cover costs for relevant staff to attend meetings / training	Staff confidence in meeting needs	On-going
	<b>School visits</b> To ensure school visits are accessible to all children.	Class teachers / SENCo / SLT	Risk assessments.  Adaptations and adjustments planned well in advance (including transport)  Time allocated for pre-visits	Pupil feedback  Parent feedback	On-going - annually
<b>Information</b> To improve access to information for children and parents / carers	Differentiated approaches to teaching to meet needs of children, sharing good practice and resources  Adaptations to ways of recording and measuring learning /  Direct contact with parents informally and at parent consultations / ITP review meetings  Parents invited to curriculum workshops  Newsletters sent directly to parents and available on the school website  Parents notice board  Information from external	Class teachers / SLT / SENCo	Time allocation and cover costs  Staff meetings / Learning Support group / INSET days / external agency input  time allocation  Planning and preparation time. Cover and resource costs  Cost of printing Time allocation for Website updates  Time allocation and cover costs for staff	Pupil and parent feedback  Observation and Learning walk feedback  Photographs and displays  Newsletters  Children's files and meeting notes	On-going  Parent consultation meetings termly  Workshops termly  Newsletters fortnightly

	agencies specific to groups or individuals School website gives access to school information and policies		to attend meetings	Website	Regular updates
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