

# **Normanton Junior Academy Accessibility Plan 2016-2018**

## **Introduction**

The SEN and Disability Act 2001 extended **The Disability Discrimination Act 1995 (DDA)** to cover education. Since September 2002, the Governing Body has had three key duties towards SEND pupils, under Part 4 of the DDA:

- not to treat SEND pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for SEND pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for SEND pupils.

The Plan sets out the governor’s proposals to increase access to education for SEND pupils in the three areas required by the planning duties set out in the DDA:

- to increase the extent to which SEND pupils can participate in the school curriculum;
- to improve the environment of the school to increase the extent to which SEND pupils can take advantage of education and associated services;
- to improve the delivery to SEND pupils of information which is provided in writing for pupils who are not disabled.

This Accessibility plan has been developed in consultation with the LEA, staff and governors of the Academy and covers the period from July 2016- July 2018

## **Access to the Physical Environment**

<b><u>Targets</u></b>	<b><u>Strategies</u></b>	<b><u>Timescale</u></b>	<b><u>Responsibility</u></b>	<b><u>Success Criteria</u></b>
<b>To be aware of the access needs of disabled children, staff, governors and parents/carers</b>	<b>a) to create access plans for individual disabled children as part of individualised provision planning.</b>	<b>As required</b>	<b>SENCO / class teacher / MAT</b>	<p><b>Plans are in place for disabled pupils, and all staff are aware of pupils’ needs.</b></p> <p><b>All staff &amp; governors are confident that their needs are met.</b></p> <p><b>Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school</b></p>

	<p>c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.</p> <p>d) circulate information to relevant staff on Access to Work scheme</p> <p>e) Staff to share relevant information with volunteers and support staff to ensure continuity of care for the children</p>	Ongoing process	<p>Headteacher</p> <p>Headteacher / H&amp;S committee</p> <p>SENCO</p>	<p>Parents informed</p> <p>Access to Work Information in Staff Handbook and on staffroom notice board.</p> <p>Volunteers are aware of needs of SEND children at all times</p>
Ensure everyone has access to reception area	<p>a) ensure that nothing is preventing wheelchair access</p> <p>b) check the outer door is wide enough for a wheelchair</p> <p>c) provision of appropriate seating</p> <p>d) Provide a bell on the counter so that wheelchair users can get the attention of staff in the office.</p>	<p>Daily check to ensure the area is clear of obstructions</p> <p>Summer term 2016</p> <p>Seating in place</p> <p>Autumn term 2016</p>	<p>Site Supervisor / Health &amp; Safety Committee/ HT</p> <p>H&amp;S Committee</p> <p>Headteacher</p> <p>H&amp;S Committee</p>	<p>Disabled parents / carers / visitors feel welcome.</p> <p>Visitors can sit down if waiting for reception.</p> <p>Wheelchair users aren't waiting because staff sitting in the office can't see them</p>

<b>Maintain safe access for visually impaired people</b>	<p>Check condition of yellow paint on step edges regularly</p> <p>Check exterior lighting is working on a regular basis</p> <p>Put black/yellow hazard tape on poles at end of play equipment to help visually impaired child</p>	<p>New lines to be painted June 2016</p> <p>Ongoing</p>	<p>Site Supervisor / Health &amp; Safety Committee</p> <p>SENCO/Site Supervisor</p>	<p>Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year. Light to be fitted near front door.</p> <p>Child knows where equipment ends</p>
<b>Ensure all disabled people can be safely evacuated</b>	<p>a) Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the SEN information</p>	<p>Summer term 2016</p> <p>Autumn Term 2016</p>	<p>SENCO</p> <p>Headteacher to remind staff</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation.</p>
<b>Provide hearing loops in classrooms to support pupils with a hearing impairment</b>	<p>Take advice on appropriate equipment if this becomes necessary</p>	<p>As required</p>	<p>Headteacher</p>	<p>All children have access to the curriculum</p>
<b>Ensure there are enough fire exits around the academy that are suitable for people with a disability</b>	<p>Ensure staff are aware of need to keep fire exits clear.</p>	<p>Daily</p>	<p>All staff/Headteacher</p>	<p>All disabled personnel and pupils have safe independent exits from school</p>

### Access to the curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure support staff have specific training on SEND issues	Identify training needs at regular meetings	Ongoing	SENCO / Headteacher	Raised confidence of support staff
Ensure all staff are aware of SEND children's curriculum access	Share information with all agencies involved with each child	In place September 2016	SENCO	All staff are aware of individual's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability.  Develop guidance on making trips accessible	Ongoing	EVC / SENCO	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Spring term 2017	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel. When necessary Child's T.A. will be there all the time
Review curriculum areas and planning to include SEND issues	Include specific reference to disability equality in all curriculum reviews	Spring term 2017	SENCO & Headteacher	Gradual introduction of disability issues into all curriculum areas
Ensure SEND children can take part equally in lunchtime and after school activities	Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available – especially after school.	As required	CRB/SENCO	SEND children feel able to participate equally in out of school activities.

Develop links with a special school	Work towards Identifying a local school and consider sharing CPD opportunities.	Spring term 2018	SENCO / Headteacher	Increased understanding of the opportunities available to the children

Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Signage around school to be in other languages	Need to decide which languages to use.	Spring term 2017	Headteacher / SENCO	ALL People feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information eg braille, other languages	Annually	SENCO / Headteacher	Staff more aware of preferred methods of communication, and parents feel included.
	Translation Tool to be added to website to allow multi-lingual access	Autumn 2017	SENCO/Headteacher	School website will become accessible to all