

Accessibility Plan:

Boughton Leigh Junior School



Boughton Leigh Junior School Accessibility Plan - 2016 to 2019

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1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Boughton Leigh Junior School the Plan will be monitored by the headteacher and evaluated by the relevant Governors' committee.

The current Plan will be appended to this document.

At Boughton Leigh Junior School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) Boughton Leigh Junior School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 4) The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make

reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits - it also covers the provision of specialist or **auxiliary aids and equipment** (as necessary), which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

5) The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Raising Achievement Plans (RAPs)
- Special Educational Needs Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

12) The school will work in partnership with the Local Authority in developing and

implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved: 2016

Head teacher: Mrs Paula Duynstee

Chair: Mr Paul Birch

Due for review 2019

2. Aims and Objectives

Our Aims are:

- o **Increase access to the curriculum for pupils with a disability**
- o **Improve and maintain access to the physical environment**
- o **Improve the delivery of written information to pupils**

Our objectives are detailed in the Action Plan below:

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening. We liaise with the local feeder schools to discuss any disability or health conditions of children who may be joining us in to Year 3.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. There are very few parts of the school to which disabled pupils have limited or no access at the moment, following the implementation of a sloped pathway on the upper playground.

Curriculum

There are no areas of the curriculum to which disabled pupils have no access, however it is recognised that some areas of the curriculum present particular challenges, for example: PE and technology for pupils with a physical or visual impairment. Other issues may challenge school in the participation of disabled pupils, for example: peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people. However school endeavours to work with parents, carers and outside agencies to overcome these issues. Assemblies and sporting events promote athletes with disabilities as reflected through our school House Point System whereby each House is headed up by sporting personalities including Paralympians.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

The school is a two tiered building with wide corridors and several access points from outside. Part of year 3 and all of upper school are on the lower level with wide door access to all year 3 and 5 rooms in this area. The hall is on the upper level and is accessible to all year 4 and half of year 3 without steps, but only accessible to the rest of year 3 and all of upper school via a wide stairway.

On-site car parking for staff and visitor includes two dedicated disabled parking bays. There are flat access walkways to the playground and to the school entrance. The main entrance features a secure lobby and there are disabled toilet facilities available – one near to the Office Reception area and one in the year 4 corridor (which includes facilities for changing nappies/ pull ups and catheters). All these are fitted with a handrail and a pull emergency cord. Selected staff receive specialist training and are made available for trips and/ or residential visits.

The school has internal emergency signage and escape routes are clearly marked.

Management, coordination and implementation:

We will consult with experts when new situations regarding pupils with disabilities are experienced.

- The Governors and Senior Leadership Team will work closely with the Local Authority - SENDAR and the Early Help Services.

5. Action Plan

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	HT All Teachers	Clear collaborative working approach
To establish close liaison with outside agencies for pupils with on going health needs. Eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing	HT SENCO Outside agencies	Clear collaborative working approach
To ensure full access to the curriculum for all	Outside Play leaders; support from specialist advisory teachers; CPD for	Ongoing	SENCO Teachers	Advice taken and strategies evident in

	children.	<p>staff and:</p> <ul style="list-style-type: none"> • A differentiated curriculum. • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas. • Use of interactive ICT equipment 		Ed Psych Early Help Service	classroom practice. ASD children supported and accessing curriculum.
	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To finely review attainment of all SEN pupils.	<p>SENCO/Class teacher meetings/Pupil progress</p> <p>Scrutiny of assessment system</p> <p>Regular liaison with parents</p>	Termly	Class teachers SENCO	<p>Progress made towards ISP targets</p> <p>Provision mapping shows clear steps and progress made</p>
	To monitor attainment of More Able pupils	<p>Include More Able on RAP.</p> <p>Able booster groups/activities</p> <p>Monitor More Able as part of Pupil Progress.</p>	Ongoing and termly	<p>SLT</p> <p>Phase leaders and Curriculum leads</p> <p>Class teachers</p>	<p>More Able children making proportionate progress.</p> <p>Achieving above average results</p>

	<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	Ongoing	Whole school approach	<p>Variety of learning styles and multi- sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>
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Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible.
Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of ISP process • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parents/carers' access needs and 	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.

			ensure they are met in all events.			
		To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Head Teacher SBM Occupational health	
		Ensuring disabled parents have every opportunity to be involved	<p>When necessary:</p> <ul style="list-style-type: none"> • Utilise disabled parking spaces for disabled to drop off & collect children • Arrange interpreters from the RNID to communicate with deaf parents • offer a telephone call to explain letters home for some parents who need this • adopt a more proactive approach to identifying the access requirements of disabled parents 	With immediate effect to be constantly reviewed	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Continue to develop playgrounds and facilities.	Plan expenditure to include improvement of outdoor play and exercise areas	Ongoing	HT SBM	Inclusive child-friendly play areas.
To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages/letters/walk to school week Bikeability for Year 5 children Electric gates now in place to minimise traffic on site. Opening and closing times are regularly reviewed. A large part of the car park is one-way Hi-viz jackets provided for offsite walks	Ongoing	HT SMSC lead SLT SBM	No accidents
To maintain accreditation of Healthy Schools award	Continue to work on Healthy Schools initiatives and effectively utilise Sports Funding	On-going	SMSC Whole school approach PE lead	Achievement of award: Sports/ Healthy Schools

Aim 3: To improve the delivery of information to disabled pupils and parents.

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Parent with Hearing impairment	Regular communication with parents Interpreter provided for parents' eve/annual reviews Messages sent by text messages via the office where a phone call would normally be made.	Ongoing	HT/ Class teacher SLT SBM	Two way communication in place.
	To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	Ongoing	All staff to be Aware HT SENCo	ASD children able to access curriculum.
		meetings <ul style="list-style-type: none"> • Annual reviews • ISP meetings • Medical forms updated annually for all children • Personal health plans • Significant health problems - children's photos displayed on staffroom notice board / info kept in separate file in staffroom/registers 		SMT Office staff	