

# Accessibility Policy

Littleton J I N School has a duty to ensure that all children are provided with full access to the school curriculum. The Accessibility Policy and Plan is structured to complement and support the school's Equality Policy and Special Educational Needs and Disability Policy. It is part of the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility).

## Rationale

We are 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, emotional and cultural needs. The Accessibility Policy and Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

## Equal Opportunities

This policy and school practices are free from bias, stereotyping and generalisation in respect of race, gender, gender reassignment, disability, sexuality (including sexual orientation), age, religion and belief.

## Aims and Objectives

The Accessibility Plan will:

- increase access to the curriculum for pupils with a disability; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning, as well as access to the wider curriculum such as after-school clubs or school trips. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.
- improve access to the physical environment of the school.
- improve the delivery of written information to pupils, staff, parents and visitors with disabilities.

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

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

## Curriculum Accessibility

The curriculum will be planned with regard to all children, when required advice and support will be gathered from external agencies. Teaching strategies will be considered and

equipment in school may be adapted or purchased to ensure all children have equality of provision. Where an activity cannot be made accessible or would be inappropriate, then an alternative activity will be made available.

Depending on the impairments of the disabled pupils, specific staff training may be planned to support the child's ability to access to the curriculum. Specialist equipment may be purchased to increase access to the curriculum for disabled pupils, eg. books with large print, writing slope, pencil grips, or adjustable chairs.

Easily accessible venues for school trips will be investigated and suitable transport providers sought. Accessible transport will be looked into depending on the needs of the child. Such trips would be planned in advance with a prior visit / risk assessment where necessary.

### Written Information

Some children may need written information provided in a different format, either on a different colour, a particular font or size or in a different layout. Staff will take advice from external agencies for individual children. Each child may have individual requirements and the school will endeavour to ensure that these are provided as quickly as is practicable. Communicate In Print with Widget symbols is used widely across school to support children's access to written information. Additional equipment may also be necessary such as a sloping writing desk.

### Physical Accessibility

The school may need to make reasonable adjustment to the physical setting to ensure all children have access regardless of their disability. This may include adjustments such as the widening of doors, provision of ramps/lifts, spaces for powered and non-powered wheelchairs. The school is mainly on one level and most doors do not have ramps or steps.

Staff may need to be given healthcare training to support a child with a disability where appropriate and a health care room may need to be developed if needed. Staff job descriptions will be examined to ensure they are able to meet the needs of disabled children. There is an allocated parking space for the parents of disabled pupils and we ensure that the space is not used inappropriately, or blocked by other vehicles. Where needed, the school will purchase specialist furniture or equipment for disabled pupils to ensure equal access to the curriculum.

### Inclusion

The Policy and Plan will be carefully monitored to ensure that school is accessible for all and allows children to take a full role in school life, both with the curriculum and socially.

## Monitoring and Review

The Accessibility Plan will be monitored through the Governor Resources Committee. The Accessibility Plan will be reviewed every 3 years in respect of progress and outcomes. Kirklees and Ofsted may also monitor the Accessibility Policy and Plan.

The policy and plan may need adapting throughout the three years of its existence. Some items may also roll onto the new plan. Health and Safety audits are considered every year to ensure that the premises meet the needs of all children.

Reviewed: September 2017

Next review: as necessary depending on the needs of children but by September 2020

## ACCESSIBILITY PLAN

### Increasing Access to the Curriculum

Target	Objective	Person Responsible	Actions required/Resources	Timescale	Expected Outcome
Teachers deliver inclusive wave one teaching to all learners.	IDP training for all teachers and teaching assistants to develop inclusive teaching in and learning in lessons. Quality first wave 1 teaching training within school Continued INSET for all staff teaching and non-teaching on wave 1 teaching approaches - BESD, attachment etc	FW/SW/HC	PC to train staff in inclusive practice across school. SA/FW to monitor through lesson observations.  SLCN, Autism, Dyslexia IDP completed and embedded,	All new staff to complete as part of Induction. Feb 16. Ongoing training from outreach services and Educational Psychology team  Continued wave 1 INSET ongoing	Embedded inclusive strategies within lessons to allow all children to access the learning and ultimately make progress.  Good/outstanding lessons teaching and learning
All texts to be accessible to all learners	All IWB texts to be font size 28 or more in order for all children to see and read the text. Double line spacing used where appropriate. Comic sans / Joint PC1 to be used for all letters and communication home to parents with font size no smaller than 12.	FW/SW/HC All staff	Shared non-negotiables for IWB, letters and handouts used etc	Re shared September 2016	Consistent approach to presenting texts to all learners and parents
Physically disabled pupils can access all subjects.	Purchase and use sloped writing desk for VI child.	HC Class teachers	Budget	Ongoing replacements to meet necessary needs	Physically disabled children able to access the curriculum more freely using ICT aids.
	Purchase range of magnification tools as advised by the Visual Impairment unit to support VI child.	HC VI staff	Budget, time and advice,	Ongoing	Child will be able to hear class teacher or visitors in the hall easily.
	Purchase of digital support to support SCLN / dyslexia needs. Easy speak microphones, talk to text app on iPad to encourage independence, talking postcards, digital dictaphones, visualisers.	HC Class teacher	Budget ICT development plan priorities	Netbooks updated, apps appropriate on iPad.  Ongoing and updated as children arrive with such requirements.	Environment assessed to allow physically disabled children to take part in all lessons within the curriculum.
	To continue to use a radio mic for child with cochlear implants. Check it's working with support from HI unit.  ICT support for children including wireless, so internet can be accessed	CM HC	Radio Mic  Time		

	within classrooms.  Risks assessments written for all areas of the room and outdoors for children with wheelchairs, splints etc in school		Not applicable at the moment		
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### Improving the provision of information

Target	Objective	Person Responsible	Actions required/resources	Timescale	Outcome
To facilitate the navigation of staff, children and visitors around the school.	To audit current signage in school. To provide disabled-friendly signs for all areas of the building. Widgit symbols fixed to all classroom doors. Widgit symbols for whole class and individual visual timetables. Widgit symbols used for labelling and signage in classrooms. Instructions use Widgit symbols when appropriate using Widgit to support learners.	FW	Training for new staff to use Widgit.	Ongoing as the school environment changes and updates.	School, timetables and labels all Widgit across the whole school
To ensure effective communication for deaf parents.	To ensure all staff are aware of text system to school phone. To ensure staff are aware that BSL interpreters may be required for parents at events.	KR /ES/HC/ SW/FW  HC / All teachers	Groupcall text or email system	Sept 17 and onwards	Parents are able to access all the information and are aware of school events. They can communicate in school.
To improve access to written information for parents about school.	Improved presentation of newsletter to parents. Revamp website to ensure clear presentation of information and easy to navigate. New app for parents to access the website easier.	FW  SW/TK	Look at updated document. Ensure it continues to work for parents. Budget for new school website Three weeks out of class for TK to develop school website. Check new information from DfE for compliance. Time for TK to add letters and continually update.	Ongoing	Parents find the newsletter easy to read. A new website use to communicate with parents about curriculum, events in school, policies, copies of newsletters and letters.
To ensure effective training for staff to improve their knowledge.	Staff feel confident about understanding the medical conditions in school.	HC / AL	Organise Cystic Fibrosis Nurse, Asthma Nurse, Epi Pen Nurse	October 17	Increased knowledge of medical conditions.

**Improvements to the physical environment**

Target	Objective	Person Responsible	Actions required/resources	Timescale	Outcome
School to be easily navigable to disabled adults and children.	Ramps and handrails to access school. Specialist equipment and furniture is available when needed.	FW	DDA money to be used to change the building if necessary.	Ongoing alongside SIP and alterations required by new admissions	The school is accessible to adults and children.
To ensure everyone can easily see the steps.	Repaint all edges of external steps with bright yellow paint to ensure they can be seen.	CS/ES	ES to order more yellow paint.	October 17	Edges of steps will be clearly marked.
Learning environments to be accessible to disabled children and adults.	Designated disabled parking space near the back door to be repainted, leading to ramp near main doors to school.	ES FW	DDA money used to make any further adaptations as necessary.	Ongoing	The school made more accessible to adults and children
The entrance of school to be accessible to all.	Refresh visitors welcome area. Reception staff made aware of the needs of disabled people.	FW/KR/ES	Budget	Sept 2017 and onwards	School is a welcoming place for all.
To provide a calm, relaxing environment for vulnerable children.	Nurture room updated for vulnerable children to go and carry out quiet activities.	BM / HC	Budget	Refresh of sensory toys Sept 17	Nurture/Inclusion room available for all children to access.
All pupils can engage in lunch time activities.	Lunch time supervision is proactive in engaging children in positive activities and social experiences.	TC	Budget to pay for sports coaches Time to plan provision/games	Actions and reviews ongoing annually	Activities for all children to access over playtimes and lunchtime
All children are physically safe	Fire evacuation procedures, alarms, etc reviewed to take account of the needs of all.	ES/KR/ BM	Audit and action plan in place for fire evacuation and safeguarding	September 17	Policies in place and up to date with current guidelines
	New plan of school updated and fire alarm escape routes checked. Pupils and staff and specific needs are recorded.				
	Additional door added to class 4 for second route fire evacuation. All classes have emergency lighting in a fire alarm.	ES / CS	Budget		New door now added and used.
	Safeguarding procedures and policies in place, audited and up to date. Inclusion within all safety aspects of	ES FW			

<p>The environment enables all children to help them stay healthy.</p>	<p>the curriculum</p> <p>To ensure no areas of stagnant water for children with Cystic Fibrosis. To change toys in Early Years. To review the water area. To clear any outdoor puddles. To drill holes in the play tyres.</p>	<p>HC</p> <p>CS and cleaning staff EYs staff</p>	<p>Consistent cleaning of sinks, toilets and water tray.</p>		<p>All surfaces are flat and smooth. Child is fit and well.</p>
<p>Calm, relaxing place for physiotherapy.</p>	<p>To ensure the bed is working and moveable, to be accessible to the children.</p>	<p>ES and Kirklees</p>	<p>Kirklees to fix the part.</p>		<p>Bed to be working and moveable.</p>