



Barnes Junior School

Mount Road
Sunderland, SR4 7QF

Headteacher: Mr S R Ward

Tel: 0191 553 5968

Proud to learn
Proud to achieve

Email: barnes.junior@schools.sunderland.gov.uk

Web: www.barnesjunior.co.uk

Accessibility Plan (DRAFT)

| | |
|------------------------------------|----------------------|
| Statement: | Accessibility plan |
| This statement was approved: | |
| This statement will be reviewed: | February 2018 |
| Governor committee responsibility: | Finance and Premises |

At Barnes Junior School we believe that all children, regardless of additional needs or disabilities, should have access to high quality, inspirational learning experiences which instill a desire for life-long learning. We aim to ensure that all children are able to access their learning and make excellent progress through quality first teaching, carefully considered differentiation for all abilities, targeted, evidence based interventions and close monitoring of progress so that no child is left behind. We aim to create classroom environments that are inclusive and that all staff in school recognise they have a responsibility for maximising achievement and opportunity of vulnerable learners – specifically, all teachers are teachers of pupils with special educational needs.

Staff are aware of their responsibilities towards all children with SEND and a positive and sensitive attitude is shown towards all pupils at all times, as set out in Teachers' Standards TS5 and Personal and Professional Conduct exemplification.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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 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.

Objectives

Barnes 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.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Barnes Junior School 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 physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); 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, 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
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe

The Barnes Junior School 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.

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

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

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.

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.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Premises Committee.

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

Approved _____

Date _____

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **Head Teacher**
- **Inclusion Leader**
- **School Business Manager**
- **Site Manager**

A plan of the school buildings showing areas of accessibility is available upon request

Barnes Junior School

ACCESSIBILITY PLAN

An Access Audit was carried out by the **HT, SBM and Site Manager** in **Summer Term 2016**. A number of recommendations were made as follows:

| Access Report Ref. | Item | Activity | Timescale | Cost |
|--------------------|--|---|-------------|--------|
| 1. | Fire Exit Doors Y4, Y5 and Y6 | Doors to be replaced with new fire doors which feature a viewing panel | Winter 2016 | £ 6500 |
| 2. | Gate access to site | New fencing to be installed. Main gate relocated to Colchester Terrace entrance | Summer 2016 | £4000 |
| 3. | All gates to be locked between 9am-3.15pm with exception of main gate | Purchase pad-locks | Summer 2016 | £40.00 |
| 4. | Install toilet facilities in Technology Room – self-contained facility | Toilet facilities to be installed | Summer 2016 | £6500 |
| 5. | Improve lighting outside of Technology Room | Replace bulbs | Winter 2016 | £500 |
| | | | | |

Barnes Junior School

ACCESSIBILITY PLAN

Schedule 21: Action Plan A – Improving Physical Access

| Ref | Question | Recommendations | Time Scale | Priority | Cost | Date Completed | Responsibility | |
|-----|---|--|------------|----------|-------|----------------|----------------|--------|
| | | | | | | | PFT | School |
| 1 | Corridors | Keep corridors clear from obstructions. | Immediate | High | None | Ongoing | | |
| 2 | Entry route to site | Install new walk-way between main gate and reception including new gate at bottom of Y3 stairs | 1 month | High | £3500 | Summer 2016 | | |
| | | Re-route visitors from Mount Road to Colchester Terrace gated entrance – install new signs and notify parents of change. | 1 month | High | £1000 | Summer 2016 | | |
| 3 | Car-park gate | Maintenance & repairs to automated entry system | Immediate | High | £300 | December 2016 | | |
| 4 | Postman access to site during school day | Install external post box to Wycliffe Road entrance | Immediate | High | £25 | Summer 2016 | | |
| 5 | Improve parking facilities for staff and visitors | Install parking bays at Wycliffe Road entrance of school | 12 months | Medium | TBA | | | |

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ACCESSIBILITY PLAN

Schedule 22: Action Plan B – Improving Curriculum Access

| Ref | Question | Recommendations | Time Scale | Priority | Cost | Date Completed | Responsibility | |
|-----|--|--|------------------|----------|--|----------------|----------------|--------|
| | | | | | | | PFT | School |
| 1 | Differentiation and challenge in Teaching | SLT to monitor quality of differentiation and provision for SEND and other vulnerable pupils. | Summer Term 2017 | High | SLT release costs | | | |
| 2 | Interventions | Assistant Headteacher for Inclusion to audit current interventions and their success/impact on progress. | Summer Term 2017 | High | Resourcing costs of identified areas to develop | | | |
| 3 | Classrooms are organised to promote the participation and independence of all pupils | Assistant Headteacher for Inclusion to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class. | Summer Term 2017 | High | Possible resource implications where gaps are identified | | | |
| 4 | Staff training in supporting pupils with SEND – writing effective support plans | LA SIO to deliver during twilight training session | Spring Term 2017 | High | SIO support allocation | | | |

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ACCESSIBILITY PLAN

Schedule 23 Action Plan C – Improving the Delivery of Written Information

| Ref | Question | Recommendations | Time Scale | Priority | Cost | Date Completed | Responsibility | |
|-----|---|--|------------|----------|----------------|----------------|----------------|--------|
| | | | | | | | PFT | School |
| 1 | Availability of written material in alternative formats when specifically requested | The school will make itself aware of the services available for converting written information into alternative formats. | Ongoing | | Not applicable | | | |
| 2 | Review documentation on website to check accessibility for parents with English as an Additional Language | The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language. Google translate link to be added to website. | Ongoing | | Not applicable | February 2017 | | |