

Jump Primary School Access Policy and 2016 - 2019 Plan

Introduction

At Jump Primary School we are committed to providing a fully accessible school which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Statement of Intent

Jump plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The following areas will form the basis of the Access Plan with relevant actions to:

- Increase access to 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 three year plans are appended to this policy statement.

Proposal and guidelines

- all staff and governors will require training in the matter of disability discrimination and their awareness raised in the potential need to inform attitudes on this matter.
- The Access Plan should be read in conjunction with the following policies, strategies and documents:
 - Equality Plan
 - Health & Safety
 - Special Needs
 - Behaviour
 - Educational Trips and Journeys
 - School Action Plans
 - School prospectus
- The School Prospectus will make reference to this Access Plan.
- The school will work in partnership with the Local Authority in developing and implementing this plan

Monitoring and Evaluation

The Plan will be monitored through the Headteacher's report at the termly Governors meeting. The Plan and Policy will be reviewed every three years by the senior management team.

Access Plan 2016-2019

Target Area	Target	Activity	Target Date	Resource Implications	Monitoring/Evaluation
<p>Physical Access to School Building and Campus</p>	<ol style="list-style-type: none"> 1. Put in place any improvements to new wheelchair access if required. 2. To monitor the ease of access for those with physical difficulties 3. To provide improved provision for those with hearing and visual impairments. 4. To ensure pupils who are unable to attend due to medical reason can maintain their education. 	<ol style="list-style-type: none"> 1. Monitor the new wheelchair access and consult with users to check if any issues 2. Consult with those who have physical disabilities to check the access points are suitable. 3. Liaise closely with Learning Support services to ensure the school is meeting the needs of those with visual and hearing impairments and put in appropriate action. 5. Liaise closely with hospital tutoring provision to ensure courses are followed. 	<p>December 16</p> <p>December 16</p> <p>Ongoing</p> <p>When appropriate</p>		<p>Headteacher in consultation with wheelchair users. The lift is under a regular service programme to maintain constant availability and also deal with any potential deformities prior to them affecting its use.</p> <p>Consultation with those with impairments on success of the building.</p> <p>Performance of pupils supported monitored for progress and feedback from Learning Services</p> <p>Hospital correspondence on lessons attended and performance of pupils supported monitored.</p>

Target Area	Target	Activity	Target Date	Resource Implications	Monitoring/Evaluation
Curriculum Access	1. To monitor and ensure differentiation within the taught curriculum	1. Observe teaching and provide feedback on improvements. Provide appropriate resources for differentiation	Ongoing	none	Headteacher monitoring of lessons through observation both formal and informal and SENCO to monitor IEPs if in place.
	2. To be response to children's curricular needs and provide suitable support programmes and use of support staff	2. Identify those children who need support and put in place programmes of work and review on a $\frac{1}{2}$ termly/ termly basis.	$\frac{1}{2}$ termly/termly		$\frac{1}{2}$ termly/termly check on results
	3. To identify any barriers to learning and observe patterns of participating. Then set priorities for action if required.	3. Observation and feedback by staff and data analysis to identify barriers. Then put in place physical resources if required or programmes of support	Ongoing		$\frac{1}{2}$ termly/termly data monitoring and support staff meetings
	4. To ensure access to extended school activities and school trips	4. Remind providers of after school activities of the needs of those with disabilities and their need to be inclusive. Risk assess school trips and share with parents to ensure access.	Ongoing		Feedback from parents and pupils on how the school is accommodating the child's needs.

Target Area	Target	Activity	Target Date	Resource Implications	Monitoring/Evaluation
Delivery of Written Information	1. To make available written material in alternative formats for pupils	1. Transfer to tape, enlarge or translate materials on request. Use pictorial prompts and support material at the side of the child	Ongoing	£varied according to resource	SENCO to ensure provision and staff to monitor the accessibility of written information for children to access their learning.
	2. To provide specialist equipment to individual pupils according to their needs	2. On an individual basis, purchase or rent appropriate equipment according to need based on advice from learning support services and requirements from EHCPs/Statements and IEPs	Ongoing	£varied according to resource	SENCO to identify needs and evaluate effect of provision
	3. To give maximum support to access to information by working in partnership with parents	3. Share written information with parents and discuss most effective way for their child to access information.	Ongoing	Staff/Parent time	SENCO to monitor impact from parental and staff feedback