

# Anston Park Junior School



Accessibility Plan  
2017 - 2019

## **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 disabled pupils, under Part 4 of the DDA:

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

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

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

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

## **Definition of Disability:**

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.'

## **The purpose and direction of the school's plan: vision and values**

At Anston Park Junior School we are committed to giving all of our children every opportunity to achieve the highest of standards – every child's potential counts. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Anston Park Junior School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background. Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

### **Information from pupil data and school audit**

We collect information from our partner infant school, so that we are prepared for children when they arrive in school. We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

We currently have a whole range of children of all backgrounds, needs and abilities:

- asthma
- eczema
- hearing impairment
- rare syndromes
- ADHD
- ASD
- Allergies
- Heart problems

### **The main priorities in the school's plan**

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary ***to fully include them in the life of the school.***

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENDCo has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

**Date of Plan: September 2017**

**Action plan is below:**

## Access to the Physical Environment

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
<p>To be aware of the access needs of disabled children, staff, governors and parents, carers</p> <p>Ensure the school staff &amp; governors are aware of access issues</p>	<p>a) to create access plans for individual disabled children.</p> <p>b) to ensure staff and governors can access areas of school used for meetings</p> <p>c) Annual reminder to parents, carers through Blue Skies/Questionnaires to let us know if they have problems with access to areas of school.</p> <p>d) Staff to share SEND information with volunteers and support staff as necessary to ensure continuity of care for the children</p>	<p>As required</p> <p>Ongoing process</p> <p>Ongoing</p>	<p>SENDCo / classteacher / LSS</p> <p>Headteacher</p> <p>Headteacher</p> <p>SENDCo/ Class teacher</p>	<p>Plans are in place for disabled pupils, and all staff are aware of pupils' needs.</p> <p>All staff &amp; governors are confident that their needs are met. Ramps clear.</p> <p>Continuously monitored to ensure any new needs arising are met.</p> <p>Parents have full access to all areas of school .</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>
<p>Ensure everyone has access to reception area</p>	<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>Daily check to ensure the area in clear of obstructions</p> <p>Seating in place Sept</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>

Maintain safe access for visually impaired people	Ensure there is yellow paint on step edges regularly Check exterior lighting is working on a regular basis Put protective cushions on basketball posts	Ongoing checks	Site Supervisor / Health & Safety Committee  SENDCo/Site Supervisor	Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year.
Ensure all disabled people can be safely evacuated	a) Ensure there is a personal emergency evacuation plan for all disabled pupils. b) Ensure all staff are aware of their responsibilities in evacuation	Ongoing	SENDCo  Headteacher to remind staff  SENDCo/Headteacher to remind staff to use a more appropriate classroom if this situation arises	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. Disabled people in wheelchairs can be evacuated quickly and easily
Provide support for hearing impaired pupils	Take advice from Hearing Impaired Service on appropriate equipment if this becomes necessary	As required	Headteacher/ Class teachers	All children have access to the curriculum
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear/fire doors closed but functional	Daily	All staff/Headteacher	All disabled personnel and pupils have safe independent exits from school

### 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 disability issues	Identify training needs at regular meetings	Ongoing	SENDCo / Headteacher	Raised confidence of support staff
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access	Share information with all agencies involved with each child	Ongoing	SENDCo	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 / SENDCo	All pupils are able to access all school trips and take part in a range of activities
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Ongoing	SENDCo & Headteacher/ SMSC coordinator	Gradual introduction of disability issues into all curriculum areas
Ensure disabled 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	SENDCo/ Mr Smith/ After School club committee	Disabled children feel able to participate equally in out of school activities.

### Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Availability of written material in alternative formats	School makes itself aware of the services available through its LA for converting written information into alternative formats.	On-going	L.A. / Head Teacher / Admin Staff / SENDCo	If needed the school can provide information in alternative formats