



SOMERIES JUNIOR SCHOOL

ACCESSIBILITY PLAN

Rationale

This plan outlines the proposals of the governing body of Someries Junior School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

1. Increasing the extent to which pupils with disabilities can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education and associated services;
3. Improving information delivery to pupils with disabilities.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with the:

- Parents of pupils
- Employees
- Governors
- External partners/agencies

1A The Purpose and Direction of Someries Junior School's Plan: Vision and Code of Conduct

i) As a School

The statement of our vision, our inclusion mission statement and code of conduct sets our purpose and direction for the plan and

provides a framework for evaluation. Someries Junior School strives to provide an education of the highest quality for young people aged 7 to 11 years. We do not discriminate against pupils with a physical disability or medical condition and will seek to meet the additional needs of those pupils who have a second sensory impairment and those who have an associated learning difficulty.

ii) **As a Place of Employment**

As a place of employment, Someries Junior School will strive to meet the needs of all employees and to support their full inclusion into the work place. Where necessary, reasonable adjustment is undertaken to enable employees to fully access the workplace.

iii) **As a Community Resource**

As a school, we strive to provide a community resource that is completely accessible to all stakeholders and welcome those with special needs who wish to utilise our facilities.

iv) **Purpose**

The purpose of Someries Junior School Disability Equality Scheme and Accessibility Plan will be to assess and evaluate present provision; to systematically remove all barriers in all areas of the school, thus eradicating any disadvantages experienced by people with a disability.

v) **Wider Community**

Someries Junior School endeavours to provide equal opportunities in all work it undertakes and is proactive in promoting inclusion. This is summarised in the school's mission statement.

1B Information from Pupil Data and School Audit

i) The key starting point for Someries Junior School's plan has been the assessment of:

a) The nature of the school's community. In order to facilitate this, an audit was undertaken of pupils, staff, governors, parents/community.

b) The physical environment. Someries School was constructed on the Wigmore Lane, Luton site in 1973. Alterations over time and, in particular in 2005, have resulted in improved access to the facilities. Further reasonable adjustments will be illustrated in the three year programme of accessibility.

ii) The Disability Discrimination Act (1995) was amended in September 2002 to extend to every aspect of education. The SEN and Disability Act 2001 (SENDA) makes discrimination against disabled individuals unlawful in respect of their access to education. For the purpose of this Act an individual with a disability is: One who has a physical or mental impairment which has a substantial and long term (at least twelve months) adverse effect on his/her ability to carry out normal day to day activities. The Act uses a wide definition of disability and may include those with:

- physical or mobility impairment
- visual impairments
- hearing impairments
- developmental difficulties such as dyslexia, dyspraxia, autistic spectrum disorders
- medical conditions
- mental health difficulties

The Act makes it unlawful for the Governing Body to discriminate against pupils, governors, parents and staff with disabilities. Discrimination can take place in two ways: treating a pupil less favourably for a reason relating to her/his disability and/or failing to make reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage. The Act applies to all activities/facilities provided for pupils and is anticipatory. It covers education and associated services such as:

- preparation for entry into the school
- the curriculum and teaching and learning
- classroom organisation and timetabling
- grouping of pupils
- homework and access to school facilities
- enrichment activities to supplement the curriculum, including residential activities
- school policies
- breaks and lunchtimes and interactions with peers
- assessment and exam arrangements
- school discipline and sanctions and exclusion procedures
- school arrangements for working with other agencies
- preparation of pupils for transition to the next phase of education, mainstream or special

This list is not definitive, Governors are expected to meet all challenges as they arrive.

- iii) Someries Junior School is committed to providing continuing professional development and training to enable staff to have an awareness of disability and understand their duty to provide reasonable adjustments. An ongoing audit is undertaken to identify any barriers to access and to highlight present practice.

Pupils with all levels of disability are welcomed into the school community and participate fully in the life of the school. It is recognised that in some situations the nature of the disability requires reasonable adjustment by staff to meet their needs. All school policies, practices and procedures relating to anti bullying and harassment, enrichment activities, timetabling, intimate procedures and administration are developed, written and evaluated with regard to the special needs of the pupils and other stakeholders.

The physical environment of the school has been altered to enable those with a disability to access almost all areas. Further developments will be highlighted in the accessibility action plan.

The school's curriculum is developed to enable those with a disability to access all areas, further development will be highlighted in the accessibility action plan.

Information about the school is provided in a written format via prospectus, newsletters, key stage documents. The need to provide alternative formats is noted and will be addressed as necessary.

The School Improvement Plan is the working document via which the school strives to increase its capacity and adapt to the changing needs of all stakeholders. Relevant sections will be cross referenced to the accessibility action plan.

1C Views of Those Consulted During the Development of the Plan

Someries Junior School's Accessibility Plan has been, and will be, informed by the involvement of and consultation with:

- the pupils
- parents of pupils
- staff
- governors

- external partners, i.e. speech and language service, physiotherapist

2 Developing the Accessibility Plan

2A Improving the Physical Environment of Someries Junior School

Attention will be paid to:

- Improvements to lighting, signage, colour contrast, the acoustic environment, floor coverings
- Improvements to toilets, washing and changing facilities
- Changes to the layout of the playground and other common areas
- The provision of ramps and lifts and improvements to doorways
- The provision of particular furniture and equipment to improve access

Any works required will be added to the three year rolling programme.

2B Improving the Delivery to all Stakeholders of Information that is Currently Provided in the Written Format Only

Information for all stakeholders might include that provided through handouts, timetables, worksheets, notices, school websites, letters, prospectus, information about school events and other methods we may use from time to time.

3 Administration and Management

3A Management, Co-ordination and Implementation

The plan will be reviewed on an annual basis by the *Governors' Subcommittee* for premises, curriculum and community who will meet with representatives of the stakeholders and present the outcomes to the *Leadership Team* and *Governors*. The plan will be revised as necessary as directed by the *Governors*.

3B Publishing the Accessibility Plan

The Accessibility Plan will be available on the school website. Parents will be able to access a hard copy or use a designated school computer.

RELATED POLICIES

Equalities Policy

To be reviewed and ratified at the FGB Resource and Finance Committee - 08.05.17

Review Date: Summer 2019

**SOMERIES JUNIOR SCHOOL
DISABILITY EQUALITY SCHEME AND ACCESSIBILITY PLAN
ACTION PLAN**

AIMS

- To remove barriers to progress of children with accessibility needs or disabilities.
- To increase the effectiveness of communication with families of children with accessibility needs and/or disabilities.
- To increase staff awareness of individual pupil and family needs.
- To further increase accessibility to school premises for anyone with disabilities and needs.

Areas for Development (Current Status)	Actions and Lead Person	Timescale	Monitoring/Review
To continue to eliminate potential barriers to progress and inclusion for all school community groups	Analyse pupil progress data to identify under-performing groups - All Teachers	Termly	Termly
	Put in place intervention and/or support to address under-achievement - All Teachers/Year Leaders	Termly	Annually
	Review progress annually - All Teachers/Year Leaders	Termly	Annually
To increase the effectiveness of communication with stakeholders (data available and used for all aspects of need: EAL, EMA, SEN, medical needs, SIMS and school's provision map)	Further use of translation services- Office Staff Further liaison with families via the school's Family Worker Making reasonable adjustments to the types and formats of information provided to parents e.g. translation, modification of print, verbal communication, detailed verbal communication - Office Staff/Family Worker	As required As required	Annually
To increase staff awareness of individual pupil and family needs (provision map, SIMS data, VCMs, specific training for medical needs, etc.)	Liaison with external consultants for advice and support - Family Worker/Inclusion Manager Use of a range of support materials and strategies to meet and understand individual pupil needs - Inclusion Manager and staff	Ongoing	Annually

<p>Policies for anti-bullying/behaviour updated</p> <p>Policy for medicines updated</p>	<p>Review termly provision for future and behaviour support - SLT/Inclusion manager</p> <p>Review curriculum to include anti-discriminatory learning (PSHE/SEAL) - All staff</p> <p>Continue to provide training for staff in administering first aid - External provider</p>	<p>Termly</p> <p>Termly</p> <p>As required</p>	<p>Annually</p>
<p>To further increase disabled access to school premises (visually impaired pupils and ramps to front of school, etc.)</p>	<p>New building renovations when proposed to include considerations of disabled access</p> <p>Provide signage in a variety of languages around the school</p>	<p>Review annually</p>	<p>Annually</p>