



Irthlingborough Junior School

Accessibility Plan 2017 - 2020

At Irthlingborough Junior School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

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. We understand that the Directors of the Learning for Life Education Trust 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

Irthlingborough Junior School is committed to providing an environment that enables full curriculum access to 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 our parents' knowledge of their child's disability and how it affects their ability to carry out everyday activities. We respect parents' and childrens' rights to confidentiality. Individual risk assessments are undertaken for any staff/student/visitor who has access issues with the school.

The Irthlingborough Junior School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame 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 time frame;
- 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 time frame;
- Improve – and make reasonable adjustments to - 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 time frame.

The Irthlingborough 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 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 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 school's Local Governing Body.

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

Approved _____

Date _____


Review Date _____

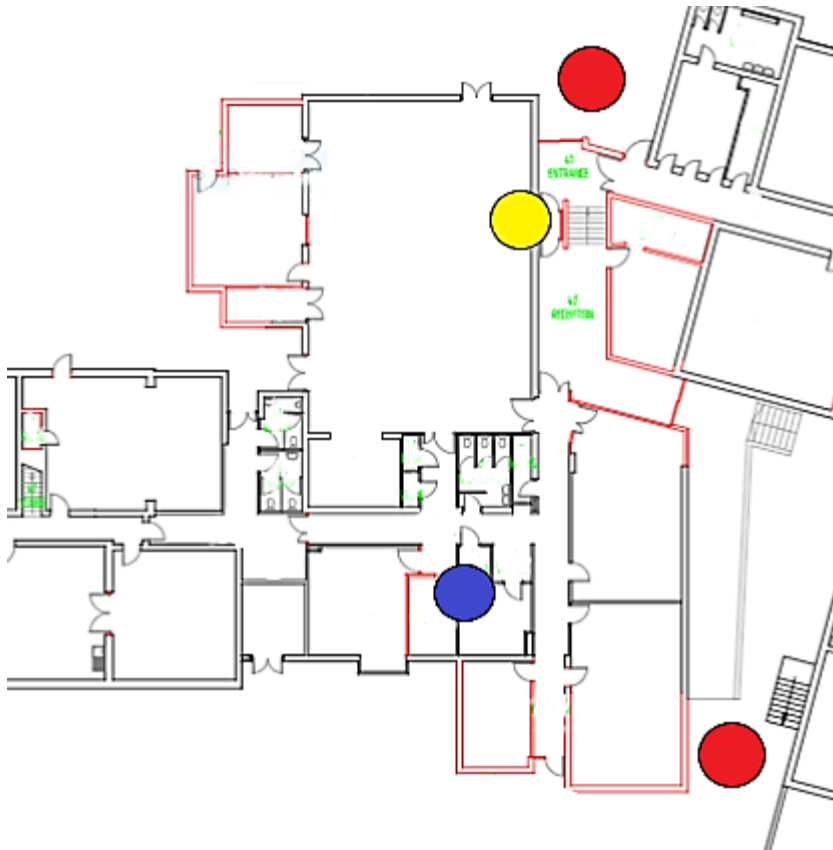
It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

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

- Head Teacher
- Trust Facilities Manager
- Site Supervisor

A plan of the school buildings showing areas of accessibility.

 Car Park with disabled parking



Front of school from College Street

Key



ACCESSIBILITY PLAN

A review was carried out by the Head Teacher and Trust Facilities Manager in September 2018. A number of recommendations were made as follows:

Access Report Ref.	Item	Activity	Timescale	Cost
1.	Door furniture easily usable.	Replace with appropriate door furniture (D handle) as replacements become necessary.	When refurbishment takes place.	
2.	Visible access through doors.	Door replacement to encompass side vision panels.	When refurbishment takes place.	
3.	Stair tread nosing	Ensure step nosing is painted yellow or white contrast colour to support visually impaired.	As soon as possible.	Approx £75
4.	Taps	Ensure taps are push or lever operated to aid use.	When refurbishment takes place.	
5.	Signage – ensure visual as well as wording. Incorporate tactile signage.	Source appropriate supplier.	When new signage is required.	Various
6.	Lighting	Ensure adequate lighting in all areas.	Improve lighting when refurbishment takes place.	

Action Plan A – Improving Physical Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1.	Disabled parking.	Disabled spaces are provided in the car park – ensure markings are clear.	Ongoing	High		Ongoing	Site Supervisor

2.	Disabled toilet.	Disabled toilet is in place in lower school. Ensure it is kept free of stored items.	Ongoing	High	None	Ongoing	Site Supervisor
3.	Wheelchair access to main school building	Lift access in place in Reception, ensure regular maintenance is carried out and area not obstructed. Enable wheelchair users to access playground independently.	Ongoing	High		Ongoing	Site Supervisor
4.	Portable Induction Loop to assist with hearing.	Portable Induction Loop system is available to support those with hearing impairment.	When required	High	None	2016	All staff
5.	Corridors	Keep corridors clear from obstruction.	Ongoing	High		Ongoing	All staff
6.	Steps easily identifiable.	Ensure all step nosings are clearly identifiable, repainting when required.	Ongoing	High		Ongoing	Site Supervisor
7.	Exterior pathways	Keep free of fallen leaves, snow and ice. Ensure bins are not obstructing access.	Ongoing	High		Ongoing	Site Supervisor
8.	Car park lighting.	Lighting has been upgraded to ensure safe access and movement for all.	By end December 2017	High	£2000	December 2017	Head Teacher

Action Plan B - Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1.	Differentiation in teaching.	SLT to monitor quality of differentiation and provision for SEND children.	Ongoing	High	SLT release costs	Ongoing	Head Teacher
2.	Interventions.	Inclusion Leader to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups.	Ongoing	High	Resourcing cost of identified areas to develop	Ongoing	Head Teacher/Inclusion Leader
3.	Classrooms are organised to promote the participation and independence of all children.	Head Teacher for Inclusion to carry out an audit of resources/QFT to ensure that lessons are planned to meet the needs of all children in the class.	Ongoing	High		Ongoing	All staff
4.	Staff training in the production, implementation and review of provision maps and IPMs and monitoring systems.	Inclusion Leader to deliver staff training to teaching and support staff.	Ongoing	High		Ongoing	Head Teacher/Inclusion Leader
5.	Staff training in supporting children with SEND – focus on key areas of need within the school: SLCN, ASD, Dyslexia.	Inclusion Leader to deliver training where possible. Identify gaps in knowledge and seek external advice where required.	Ongoing	High		Ongoing	

6.	Promoting positive attitudes when curriculum planning.	Actively seek ways to promote positive attitudes towards disability when curriculum planning so that children gain a greater understanding of the needs and difficulties experienced by disabled people. Ensure books contain images of disabled people.	Ongoing	High	None	Ongoing	All staff
7.	Educational visits.	When planning educational visits consideration should be given to the needs/requirements of all children, both at the venue and on the transport to and from the venue. This ensures all children can fully engage in educational visits.	Ongoing	High		Ongoing	All staff
8.	Purchasing new equipment.	When purchasing new resources consider ways to increase the range so that a wide range of disabilities can be catered for, for example calculators and keyboards with large keys, pencil grips, writing slopes, adjustable desks and	Ongoing	High		Ongoing	All staff

		chairs, scissors with special handles for fine motor difficulties.					
9.	Clubs.	All clubs are planned to ensure, where reasonable, the participation of all children.	Ongoing	High		Ongoing	All staff

Action Plan C - Improving the Delivery of Written Information

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
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	High		Ongoing	Head Teacher
2.	Review documentation on website to check accessibility for parents with English as an Additional Language (EAL).	The school will review documents publicised on the school website – particularly for new parents to the school, in order to ensure accessibility for parents with EAL.	Ongoing	High		Ongoing	Head Teacher
3.	Informing school of any disabilities	A form is in parent packs for each new intake and any new children thereafter.	Ongoing	High		Ongoing	Admin/Parent
4.	Accessible reading books for all.	When purchasing new books attention should be taken to ensure the font	Ongoing	High		Ongoing when purchasing new material.	All staff

		size and layouts are suitable for children with impaired vision. Audio books should also be purchased.					
5.	Accessible software.	Investigate suitable symbol software for use by children with impaired vision and reading difficulties.	Ongoing	High		Ongoing	All staff