

Accessibility plan

Ashley Junior School



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Approved by: Resources Committee

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our core values are:

- Aspiration
- Resilience
- Respect
- Responsibility

These values underpin the work of the school and apply to all pupils.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. Through our Service Level Agreement with Hampshire Property Services we have access to expert advice and support.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Key

SLT	Senior Leadership Team
EW	Elizabeth Ward (Chair of Governors)
SW	Sandy Williams (SENCO/Inclusion Leader)
LH	Lorraine Henville (Deputy Head/Pupil Welfare)
SJ	Sophie Jefferies (LSA leading interventions)
IR	Ian Rix (Headteacher)
JC	Jason Covey (Site Manager)
CM	Chloe Moore (Administrative Officer)
PC	Paul Cousins (IT Manager)

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>1.</p> <p>Pupil voice represents all pupils – including the most vulnerable</p> <p>2.</p> <p>The school is a SLCN friendly environment</p>	<p>1.</p> <ul style="list-style-type: none"> • Ensure the profile of representatives in Pupil Groups reflects the school. • Provide coaching and modelling for pupils to ensure they can confidently evaluate, reflect and articulate their thinking and ideas to improve their own learning. <p>2.</p> <ul style="list-style-type: none"> • Use Language Link to assess the speech and language needs of pupils. • Use diagnostic assessments to determine appropriate interventions • A checklist to support reflection and highlight expectations of SLCN friendly environments 	<p>LH</p> <p>SLT</p> <p>SJ</p> <p>SW</p> <p>SW SLT</p>	<p>Sept. 2017</p> <p>March 2018</p> <p>Oct 2017</p> <p>March 2018</p> <p>Jan 2019</p>	<p>Pupil Voice is a strength in the school.</p> <p>Pupil questionnaire indicates that 95%+:</p> <ul style="list-style-type: none"> • know how well they are doing • feel safe in school <p>All pupils are making good progress from their starting points.</p>

		<p>3.</p> <p>All pupils have opportunities for relevant challenge and higher order thinking.</p>	<p>is adopted, utilised and effective.</p> <p>3.</p> <ul style="list-style-type: none"> Teachers use assessment effectively to plan opportunities for pupils to benefit from guided teaching, practice and application of skills and knowledge. Using Bloom's Taxonomy staff extend children's thinking and promote higher order cognition. 	<p>SLT</p> <p>SLT</p>	<p>June 2018</p>	<p>Teaching is good overall leading to good pupil progress and attainment.</p> <p>Increased numbers of pupils are meeting greater depth.</p>
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils and parents/carers/visitors as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> Ramps Corridor width Disabled parking bays Disabled toilets and changing facilities Library shelves at wheelchair-accessible height 	<p>1.</p> <p>Ensure the landscape and school site is fully utilized and accessible for all aspects of learning.</p> <p>2.</p> <p>Further improve access for stakeholders</p>	<p>1.</p> <ul style="list-style-type: none"> Landscape Project with Hampshire Landscape team. 3 x workshops leading to a short, medium and long term plan to develop the site. Use a range of stakeholder groups to collect data on areas of strength and weakness on the site. <p>2.</p> <ul style="list-style-type: none"> Improve the visual contrast of door 	<p>IR</p> <p>EW</p> <p>EW</p> <p>JC</p>	<p>Dec 2017</p> <p>Sept 2018</p> <p>Sept. 2020</p>	<p>The site is:</p> <ul style="list-style-type: none"> fit for purpose Utilised by the community Accessible

			<p>frames so they are a different colour to the walls.</p> <ul style="list-style-type: none"> • Replace door knobs where appropriate for lever handles. • Check that parents are able to access the information and see if they need alternative arrangements: <ul style="list-style-type: none"> ○ Font size ○ Induction loop • List access information on the website so parents and visitors, are aware of the facilities available. 	JC	Sept 2019	
				CM	Sept 2018	
				JC/PC	Nov 17	
<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Pictorial or symbolic representations</i> 	<p>1. Ensure all access arrangements are consistently applied in all classes.</p> <p>2. Ensure all staff are trained in the use of access arrangements:</p> <ul style="list-style-type: none"> • Visuals • Clicker • Hearing 	<p>1.</p> <ul style="list-style-type: none"> • SENCO to monitor the access arrangements in classes and provide feedback and training. <p>2.</p> <ul style="list-style-type: none"> • All relevant staff participate in Hearing Impairment training. • Staff are trained in use of IT to support pupils: <ul style="list-style-type: none"> ○ Clicker 	SW	July 2018	<p>The school is compliant regarding accessibility.</p> <p>Stakeholders confidently access information from the school.</p> <p>All pupils are making good progress.</p>

		Impairment	<ul style="list-style-type: none"> ○ Symwriter ○ Voice recorders • SENCO provides regular training for LSAs and teachers in a range of communication methods. 	SW	July 2018	
		3. Review signage to ensure accessibility.	3. <ul style="list-style-type: none"> • Ensure that internal signage: <ul style="list-style-type: none"> ○ Is in sentence case and not capitals. ○ Uses pictures where possible and appropriate. 	JC	July 2019	

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Resources Committee and Full Governing Body

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 storeys. Traditionally, Upper School have used the upper storey classrooms.	<ul style="list-style-type: none"> Ensure all pupils are able to access classrooms via the stairs. Where appropriate, complete Risk Assessments for vulnerable pupils. 	JC	June annually
Corridor access	Corridors are wide with fire doors that are self-closing. Obstructions are removed.	<ul style="list-style-type: none"> Site Manager completes termly site inspection. Hampshire Property Services site inspection annually. 	JC/IR	Termly annually Oct Annually
Parking bays	2 x disabled parking bays. Parking is an issue in the school sometimes leading to staff/visitors using the disabled bays inappropriately.	<ul style="list-style-type: none"> Regular reminders in staff meetings/newsletters Landscape Project to analyse all areas of the school and consult with stakeholders on needs and preferences. 	CM IR	½ termly Workshops Nov/Dec 2017 Priorities set for short, medium, long term plan April 2018
Entrances	Ramp access available at main entrance and playground entrance. Push button opening of main and internal door.	<ul style="list-style-type: none"> Meet with Hampshire accessibility team to ensure compliance. 	IR/JC	July 2018

Ramps	2 x permanent ramps available 1 x mobile ramp.	As above	JC	July 2018
Toilets	Disabled toilet available.	N/A		
Reception area	Access to reception through main door which has a ramp and push-button entry.	N/A		
Internal signage	Emergency lighting checked monthly. Signage visible.	<ul style="list-style-type: none"> Meet with Hampshire accessibility team to ensure compliance. 	JC	July 2018
Emergency escape routes	PEEPS completed for vulnerable pupils. Alternative escape route from school hall established.	Annual review of PEEPs	SW	Sept annually
		Annual emergency evacuation practice from hall.	JC	Oct annually