

Ashfield Junior School Accessibility Plan 2016-2017

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Statement of intent

This plan should be read in conjunction with the School Development Plan and outlines the proposals of the governing body of Ashfield 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.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

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.
- Provide appropriate support and provision for employees with disabilities 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 regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the school and its pupils, and where the school has undergone a refurbishment.

Signed by:

Headteacher.....

Board of Governors.....

Date.....

Date.....

Next review date: November 2017

SMT and Governors undertook an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term actions were then identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff members do not know whether the curriculum is accessible	Audit of curriculum	Headteacher/ teachers/SENCO	Spring 2017	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2017
	Staff members need to develop a wider range of skills to support pupils with SEND	INSET provided to staff members Training for teachers on differentiating the curriculum	Headteacher/ External advisors/SENCO	Summer 2017	Staff members have the skills to support children with SEND	Summer 2018
Medium term	School trips do not take into account all pupils with SEND	Needs of pupils with SEND incorporated into planning process	Teachers/SENCO	Spring 2017	Planning of school trips takes into account all pupils with SEND	Summer 2017
Long term	Pupils with SEND cannot fully access the curriculum	Develop inclusive ethos which underpins all relationships and learning in the school community	Headteacher/ICT Manager/SENCO/teachers and TAs	Spring 2017	Pupils with SEND are fully involved in curriculum learning and the wider life of the school	Summer 2018

Planning Duty 2: Environment						
SMT and Governors undertook an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term actions were then identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.						
	Issue	What	Who	When	Outcome criteria	Review
Short term	Management does not know if the school's physical environment is fully accessible	Audit of physical environment	Health and Safety committee/SENCO	Spring 2017	School is aware of accessibility barriers to its physical environment, and will make a plan to address them	Summer 2017
	Learning environment of pupils with SEBD is not accessible	Provision of designated quiet places in classrooms	SENCO/Headteacher/teachers	Spring 2017	Learning environment is accessible to pupils with SEBD	Summer 2017
Medium term	Doorways are uneven and difficult to negotiate with a wheelchair or walking equipment	Provide ramps or adapt doorways	School business manager	Spring 2017	School buildings are more easily accessible for wheelchairs and walking equipment	Summer 2018
Long term	Playing fields are not accessible	Install hard surface pathway	School business manager	Summer 2018	Access to playing field is increased	Autumn 2018

Planning Duty 3: Information						
SMT and Governors undertook an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action were then identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.						
	Issue	What	Who	When	Outcome criteria	Review
Short term	New communication systems need to be appraised and evaluated.	Audit of information delivery procedures	Headteacher/Office manager/SENCO	Spring 2017	School is aware of accessibility gaps to its information delivery procedures	Summer 2017
	School does not have procedures to make written information accessible to all.	School seeks advice from external advisors	SENCO	Spring 2017	School is aware of local services for converting written information into alternative formats	Summer 2017
Medium term	Information distributed electronically may not be accessible to all. Written information may not be accessible to all.	Provide written information in alternative formats Provide support for children and families who cannot access written information independently	SENCO/ICT manager	Spring 2017	Written information is fully accessible to all children and their families.	Summer 2018
Long term	School website is not accessible to children with SEND	Audit of website	SENCO/Headteacher	Summer 2018	Website is fully accessible	Autumn 2018