

# **Ashfield Junior School Accessibility Plan 2017-2018**

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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 2018**

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	Ongoing	Management and teaching staff are continually reviewing any accessibility gaps in the curriculum	Summer 2018
	Staff members need to develop a wider range of skills to support pupils with SEND	INSET provided to staff members  Book scrutinies evidence work appropriate to children's ability.	Headteacher/ External advisors/SENCO	Ongoing	Staff members have the skills to support children with SEND	Summer 2018
Medium term	School trips may not take into account all pupils with SEND	Needs of pupils with SEND incorporated into planning and review process	Teachers/SENCO	Summer 2018	Planning of school trips enhances the learning and development of all pupils with SEND	Autumn 2019
Long term	Pupils with SEND may not fully access the curriculum	Nurture and support inclusive ethos which underpins all relationships and	Headteacher/ICT Manager/SENCO/teachers and TAs	Autumn 2017/Spring 2018	Pupils with SEND feel fully involved in curriculum learning and the wider life of the	Summer 2018

		learning in the school community			school	
<b>Planning Duty 2: Environment</b>						
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.						
	<b>Issue</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Outcome criteria</b>	<b>Review</b>
Short term	Not all learning environments of pupils with SEND are fully accessible	Ensure that all outdoor learning environments are accessible	SENCO/Headteacher/teachers	Autumn 2017/Spring 2018	All learning environments are accessible to pupils with SEND	Summer 2018
Medium term	Surfaces can be uneven and difficult to access with a wheelchair	Provide ramps or adapt doorways	School business manager	Autumn 2017	School environment is more easily accessible for wheelchairs and walking equipment	Summer 2018
Long term	Safe quiet areas are not available for children in the outdoor environment	Create safe outdoor area(s)	School business manager	Spring 2018	Children with specific needs can learn and play in safety outside.	Summer 2018

<b>Planning Duty 3: Information</b>						
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 personalised and adapted to individual needs.	Audit of information delivery procedures to SEND parents and pupils	Headteacher/Office manager/SENCO	Summer 2018	Information sharing is personalised so that all parents and pupils with SEND feel that communication is good.	Summer 2018
	School does not have procedures to make written information accessible to all.	School seeks advice from external advisors	SENCO	Summer 2018	School is aware of local services for converting written information into alternative formats	Autumn 2018
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	Summer 2018	Written information is fully accessible to all children and their families.	Autumn 2018
Long term	Some areas of school website are not fully accessible to children with SEND	Investigate alternative ways to share information eg. Facebook, text message.	SENCO/Headteacher	Summer 2018	Website information is fully accessible and available in alternative forms.	Autumn 2018