

CHRISTCHURCH JUNIOR SCHOOL



Accessibility Policy

Status	Current	Approval	Board of Governors
Maintenance	Environment Committee	Role(s) responsible	Vice Chair Environment Committee
Date effective	March 2010	Date of last review	January 2017
Date of next review	January 2018 (plan) January 2019 (policy)	Date withdrawn	Not withdrawn

1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if they have 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 is the Accessibility Plan for Christchurch Junior School.

2. Other policies

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability* policy and related *SEN information report*;
- policy for *Supporting pupils at school with medical conditions*; and our
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Curriculum Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Policy relating to Behaviour
- School Development Plan

3. Our vision and aims

Christchurch Junior School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

4. Current good practice

Identification

Christchurch Junior School asks for information on any disabilities or health conditions in early communications with new parents and carers. Parents will be required to complete the schools admissions form to include all of the necessary information. As a school we also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary within parent teacher meetings. For children with SEN please refer to our SEN Policy.

Curriculum

Christchurch Junior School has improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. numeracy and literacy;
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of [ASD] [epilepsy] [attachment disorder] on learning;
- organising classrooms so that they promote the participation and independence of all pupils;
- staff INSET training focussing on specific needs and supporting these
- modifying worksheets and curriculum content into large font for pupils with a visual impairment (VI).]
- one class per year group is adapted for children with hearing impairments
- access to specialist teachers/TA to support pupils alongside specialists from outside: hearing and vision support

Physical Environment

Christchurch Junior School has already improved the physical environment of the school to increase access for disabled pupils by:

- providing flat or ramped access to all school entrances;
- installing a wheelchair accessible lift to the upper floor(s);
- dedicating 2 parking bays outside the main school entrance for pupils and families, and visitors with a disability;
- providing an accessible toilet with shower and changing facilities;
- adding highlighting tape on all thresholds and steps, and yellow paint to the edges of pathways for pupils with reduced vision;
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms;

- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- applying acoustic panels to walls and ceilings to improve sound quality for pupils with a hearing impairment;
- providing fabric blinds, curtains, carpets and rubber seals to doors to improve sound quality;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.]

Information

Christchurch Junior School already makes written information more accessible to disabled pupils through:

- modifying written information so that this is available in large print for pupils with a visual impairment;
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- naming a point of contact on our website for anyone who wishes to have a policy explained to them;
- using social stories and picture symbols to explain school rules for pupils who benefit from this.

5. Implementation

Our Accessibility Plan shows how access to Christchurch Junior School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority (or site surveyor) and in liaison with pupils, parents, staff and governors of the school. It will advise other school planning documents.

Christchurch Junior School will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

Christchurch Junior School's Accessibility Plan will be implemented by Mr Simon Adorian, Head Teacher.

Sufficient resources will be allocated by Christchurch Junior School to implement this Accessibility Plan.

6. Monitoring

The Christchurch Junior School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Governors' Environment Committee.

The governing body, or proprietor will monitor Christchurch Junior School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty.

The Christchurch Junior School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

The Christchurch Junior School complaints procedure covers the Accessibility Plan.

Christchurch Junior School Accessibility Plan 2013-2015

Improving the Physical Access at Christchurch Junior School

An Access Audit was carried out by S.J. Treloar Associates in Nov 2003 and a number of recommendations made:

Access Report Ref.	Item	Activity	Timescale	Cost £
A	Approach and car parking	Improve signage, lighting and marking		£2,800
B	Routes and street furniture within site	Improve signage, lighting		£12,900
C	Entrances (Main) including Reception	Improve signage, Lighting; lowering and widening of counter		£17,650
D	Horizontal movement and assembly	Improve signage, induction loop, minicom, telephone couplers		£20,900
E	Vertical movement & internal level change	Improve lighting		£18,750
F	Internal Doors	Adjust closers		£7,800
G	WCs, changing areas, bathrooms	Widening approaches and entrance doors		£5,000
H	Management	Improve lighting; acoustic separation between music room and speech and language base*		£16,250
J	Means of Escape	Escape ramps to classrooms		£21,400

Christchurch Junior School Accessibility Plan 2016 - 2019

Improving the Curriculum Access at Christchurch Junior School

What needs to be done?	How will this be done?	Who is responsible?	Timeframe	How can we tell if this is successful?
Training for teachers and TAs on differentiating the curriculum and providing interventions: eg Signa-long, Supporting children with Speech & Language difficulties; ASD training; Learn To Move, Move To Learn, dyslexia	Identify staff training needs through performance reviews and needs-led within school. Identify best providers for training (eg Speech & Lang therapist, Ed Psych, SENDCo; SENSS team).	Headteacher Assistant Headteacher	2016-19	All teachers are able to more fully meet the requirements of children with Special Needs and disabilities with regards to accessing the curriculum Increase in access to the National Curriculum
All out-of-school activities (eg educational visits and extra curricular clubs) are planned to ensure the participation of the whole range of pupils	Deployment of 1 to 1 TA support for pupils with additional needs or disabilities. (eg adults who are Epipen trained; social stories for ASD children; parental support)	Headteacher PE Subject Leader	2016-17	All out-of-school activities will be conducted in an inclusive environment. Increase in access to all school activities for pupils with additional needs or disabilities.
Provision of a “quiet playground” tailored for children with ASD and social/emotional needs.	Identified area away from all other playgrounds. TA and lunch supervisor dedicated to the area. Activities/games provided.	Assistant Headteacher	From September 2016	Children enjoy positive play experience and ready to learn after break-times. Identified children more confident in social situations. (Some integrated to main playground)
Care Plans in place for any children with medical condition that impact on school life,	Welfare Assistant to liaise with local Health Professionals (eg School Nurse)	Headteacher Welfare Assistant	From September 2016	All children with medical conditions feel safe in school and conditions managed. Children with medical needs achieve to full potential with good attendance.
Training provided for staff for specific medical requirements (E.g. Diabetes, significant allergies, heart conditions, epilepsy)	Welfare Assistant to liaise with professionals and to organise training	Headteacher Welfare Assistant	2016 - 19	Required staff have appropriate training for supporting medical conditions Children with medical needs are confident in school and are supported to manage their needs
Resources and reasonable	SENDCo to work alongside class	Assistant	2016-19	All staff to have an awareness of

<p>adjustments to provided and incorporated to support children to access learning effectively (E.g. dyslexia friendly classrooms, ASD strategies, visual and hearing impairments)</p>	<p>teachers to ensure appropriate resources are in place and adjustments made</p>	<p>Headteacher</p>		<p>differing needs and how these can be supported within the classroom. Children are supported in a way that enables them to access the curriculum</p>
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