



Christchurch Junior School

A member of **Twynham Learning**

Accessibility policy

Last amended 15.11.2021 by Sam Fuller (Headteacher) and Esther Curry (Assistant Headteacher and SENDCo)

Ratified by the Local Advisory Board 24.11.21

Next review date November 2022

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

Vision and Aims

To create a caring community of motivated learners who develop the confidence, attitudes and skills to realise our potential.

This means (among other things) that we remove barriers to success.

Achieving

- We have high expectations for all
- We try our best
- We remove barriers to success

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 SEND 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 consider 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 school's 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 SEND, please refer to our SEND 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 scaffolded 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 special educational needs and disabilities e.g.[ASD] [epilepsy] [attachment disorder] on learning;
- organising classrooms so that they promote the participation and independence of all pupils;
- staff INSET training focussed on specific needs and supporting these;
- modifying worksheets and curriculum content into large font for pupils with a visual impairment (VI);
- all classrooms are adapted for children with hearing impairments ;
- access to specialist teachers/Learning Support Assistant (LSA) to support pupils alongside specialists from outside: hearing and vision support.

Physical Environment

Christchurch Junior School review the physical environment regularly to ensure that the school is accessible for disabled pupils by:

- providing flat or ramped access to all school entrances;
- installing a wheelchair accessible lift to the upper floor(s);
- installing automatic doors at the entrance to the building;
- 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;
- 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;
- committing to supporting 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 local advisory board 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 the Headteacher. 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 by the Local Advisory Board.

The Local Advisory Board, 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 Twynham Learning complaints procedure covers the Accessibility Plan.

Christchurch Junior School Accessibility Plan 2019-2022**Improving the Physical 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?
Install disabled entry system for front doors.	Dependent on bid to Twynham learning trust for the capital improvements budget.	Headteacher & Executive premises manager	July 2020	System installed and improved accessibility to building for all wheelchair users.
Install acoustic ceiling systems to at least 4 further classrooms	One classroom funded through schools capital and remaining three dependent on bid to Twynham learning trust for the capital improvements budget.	Headteacher & Executive premises manager	All complete by July 2022	Ceilings installed. This will enable us to place pupils with hearing impairment in at least two different classes in each year. Positive impact on all learners.
Remodel school entrance to main school entrance and front lobby	Dependent on bid to Twynham learning trust for the capital improvements budget.	Headteacher & Executive premises manager	Initially proposed for July 2020	Improved physical access for people with disabilities, improved parental engagement. Enhanced site security and safeguarding.

Christchurch Junior School Accessibility Plan 2019 - 2022**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?
Work with Infant School to provide a tailored transition project to support any children who might be vulnerable at point of transfer into the school.	4-day transition project for children and parents plus a series of 1 to 1 meetings for parents.	Assistant Headteacher Pastoral Care Worker	2019-22	Feedback from parents and Infant School. Children transfer smoothly into Y3 in September.
Raise levels of engagement and confidence in some of our more vulnerable families.	Signpost and explore funding for parenting courses run by outside agencies. Provide our own parent workshops (eg anxiety and well-being)	Assistant Headteacher Pastoral Care Worker	2019-22	Improved engagement and attendance in targeted families. Evaluation sheets for each workshop or course; other parental feedback.
Ongoing for CPD for teachers and LSAs on scaffolding the curriculum and providing targeted support: eg 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	2019-22	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 high levels of LSA 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	2019 - 22	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.

<p>Care plans in place for any children with medical conditions. Training provided for staff for specific medical requirements (e.g. diabetes, significant allergies, heart conditions, epilepsy)</p>	<p>Welfare Assistant to liaise with professionals and to organise training</p>	<p>Assistant Head Welfare Assistant</p>	<p>2019 - 22</p>	<p>Children with medical needs are confident in school and are supported to manage their needs. Required staff have appropriate training for supporting medical conditions.</p>
<p>Resources and reasonable adjustments to be provided to support children to access learning effectively. (E.g. dyslexia friendly classrooms, ASD strategies, visual and hearing impairments)</p>	<p>SENDCo to work alongside class teachers to ensure appropriate resources are in place and adjustments made. For Children at School Support these will be recorded on IPT documents.</p>	<p>Assistant Headteacher</p>	<p>2019 -21</p>	<p>All staff to have an awareness of differing needs and how these can be supported within the classroom. Children are supported in a way that enables them to access the curriculum – in many cases recorded and reviewed on APRTs.</p>

Equality Impact Assessment – Initial Screening Record

1. What policy is being reviewed?

Accessibility Policy

2. Upon whom will this impact?

The Christchurch Junior School Community

3. How would the work impact upon groups; are they included and considered?

The Equality Strands	Negative impact	Positive impact	No impact
Minority ethnic groups			√
Gender			√
Disability		√	
Religion, faith or belief			√
Sexual orientation			√
Transgender			√
Age (N/A to pre-school and school children)			√
Rurality			√

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

	NO	YES	Uncertain
Minority ethnic groups	√		
Gender	√		
Disability	√		
Religion, Faith or belief	√		
Sexual Orientation	√		
Transgender	√		
Age	√		
Rurality	√		

Does the initial screening highlight potential issues that may be illegal? NO

Further comments:-

Do you consider that a full Equality Impact Assessment is required? NO

Initial screening carried out by Standards and Outcomes Committee on 04.12.19

Comment by Headteacher: