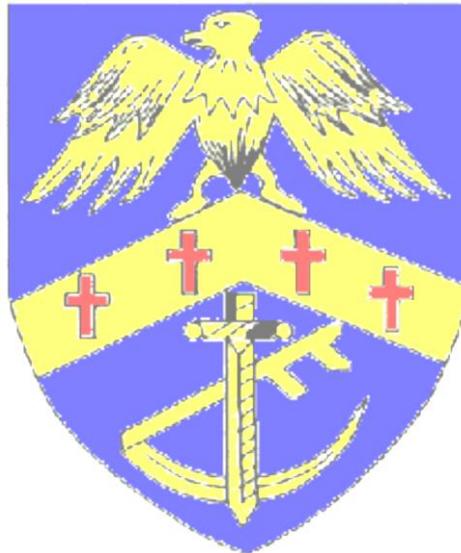


SUNNYMEDE JUNIOR SCHOOL

Learning for a Better Tomorrow

ACCESSIBILITY POLICY



Ratified by Governing Body: September 2013

Review frequency : Annually

This Review: June 2019

Next Review Date: June 2020

Headteacher's signature	Chair of Governor's signature
	

ACCESSIBILITY POLICY and PLAN

BACKGROUND

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

The checklists provided in the DfES Guidance “ Accessible Schools: Planning to increase access to schools for disabled pupils has also been used to support the compilation of this accessibility plan.

INTRODUCTION

Sunnymede Junior School is committed to inclusion and equality of opportunity for all and is opposed to any form of less favourable treatment and harassment on the grounds of race, religious beliefs, creed, colour, nationality, ethnic or national origins, gender, marital status, age, sexual orientation or disability. Sunnymede Junior School has high expectations of its disabled pupils and expects them, where possible, to participate in every aspect of school life. We aim for all disabled pupils to achieve their full potential. We aim to identify and remove any barriers to disabled pupils in every area of school life.

DEFINITION OF DISABILITY

Disability is defined by the Disability Discrimination Act 1995 and Equality Act 2010:

A person has a disability if he or she has a physical or mental impairment which has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities.

RATIONALE

In accordance with statutory regulations and in partnership with the Local Authority, schools are under a legal requirement to produce an accessibility plan. Disabled children should not be treated less favourably for a reason that relates to their disability.

AIMS

Our key aims relate to the school’s duty under the Disability Discrimination Act:

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To promote access to education for disabled pupils.

OBJECTIVES

The school will endeavour to increase access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural events or school visits. It will also look at access to the physical environment of the school.

PRINCIPLES

1. Compliance with the Disability Discrimination Act is consistent with the school’s aims and equal opportunities policy, and the operation of the school’s Special Educational Needs and Disabilities policy.
2. The school recognises and values parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respects the parents’ and child’s right to confidentiality

3. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and groups of pupils
- Working with external professionals to ensure the above

4. The school recognises its duty under the DDA

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

THE PHYSICAL ENVIRONMENT OF THE SCHOOL AND ACCESS

The physical environment includes steps, kerbs, paving, toilets and washing facilities, building exits and entrances and parking areas. The school has a car parking space marked specifically for disabled users and a fully accessible disabled toilet.

WHEELCHAIR ACCESS

Whilst single storey, Sunnymede Junior School incorporates mezzanine levels. This results in three different levels, with approximately three steps separating each level. However, wheelchair access to all areas of the school is possible via both the main school entrance ramp and the infant school playground, where there is also a ramp leading to the community room in the main block. This allows for wheelchair access to all classrooms, the school hall and reception area. We encourage members of the community who are wheelchair users to contact the school in advance of their visit, if they wish, so that a member of staff can be available to assist them with access from the moment they arrive.

A wheelchair stair lift allows easy access from the main school reception and school hall to the middle and upper school areas. An Evac chair is on site to ensure wheelchair users can be evacuated swiftly and safely in the event of an emergency e.g. fire.

The following members of staff are trained to use the equipment: Mrs J. Hatch, Mr R. Evans, Mrs Doyle and Mrs Bryan.

A wheelchair user or any other member of the school community requiring a bespoke personal evacuation plan will carry a PEEP plan to offer guidance in the event of an emergency.

TOILET AND WASHING FACILITIES

There is one toilet with full disabled access in the main building. This is situated in the upper school corridor and has a grab rail fitted. The cubicle is spacious and has its own hand washing facilities. It has been carefully designed to facilitate easy access e.g. DDA compliant taps

CURRICULUM ACCESS

- The SENCo has regular meetings with the Learning Support Assistants and class teachers who work with children with physical difficulties to review their one plans (SEND support plan), ensuring that the children have their entitled access to the curriculum , e.g. through enlarged worksheets, modified equipment, seating arrangements in the classroom and modified, differentiated activities.
- Learning Support Assistants are trained by the appropriate outside agencies, as needed, to deliver specific programmes i.e. Physiotherapy programmes.
- 1:1 support with a trained Learning Support Assistant is given for individual children who receive SEN funding or where needed. Groups to support children with mental and physical needs and to help them develop skills to access the curriculum are set up as appropriate.

- All classrooms are carpeted to minimise noise levels for hearing impaired children.
- Risk assessments and meetings are held to ensure that children with SEND can access class trips.
- Quality of resources are reviewed regularly, including when individuals or cohorts of pupils join the school, to ensure they meet the learning needs of SEND pupils
- Advisors from external agencies are commissioned to review provision and offer advice to the SENCO and staff to ensure that SEND pupils have equal access to the curriculum e.g. educational psychologist , occupational therapist, Speech and Language team, SEN team

DELIVERY OF INFORMATION IN ALTERNATIVE FORMS

- Currently we have the facility to enlarge texts using the photocopier or the visualiser for pupils who are visually impaired.
- If Braille copies are required this will be organised
- Class teachers and Learning Support Assistants, where appropriate, assess children according to the P scales and regularly differentiate activities to support SEN e.g. cut and stick activities, use of writing frames and scaffolding.

Colour Vision Deficit. Strategies need to be employed to ensure that children are not disadvantaged. Labelling of resources, e.g. crayons, so that colours can be easily identified can help individuals to access the curriculum fully. Class teachers also need to be aware of these problems, particularly for children who do not have an IEP.

REASONABLE ADJUSTMENTS

The school will also make reasonable adjustments for individual children who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

The building and grounds:

- audio-visual fire alarms
- assistance with guiding

Teaching and learning:

- a piece of equipment
- extra staff assistance
- an electronic or manual note-taking service
- readers for pupils with visual impairments

Methods of communication:

- a piece of equipment
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- induction loop or infrared broadcast system
- videophones
- readers for pupils with visual impairments.
- Modified SATS papers e.g, braille, enlarged

This accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school

MONITORING AND EVALUATING THE PLAN

The success of the Accessibility Plan will be monitored by the Senior Leadership team and evaluated by the Governing Body to ensure the school is addressing the areas identified for improvement and achieving the success criteria to improve provision for SEND pupils:

Accessibility Plan: June 2019 – June 2022 Sunnymede Junior School

AIM 1. IMPROVE CURRICULUM ACCESS FOR SEND PUPILS

We aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We also aim to meet every child's needs within an inclusive environment. In addition to learning within the school day, we believe that all children are entitled to participate in the wider life of the school..

Objective	Action / Strategies / Resources	Timescale	Responsibility	Success Criteria	Monitoring Method: Who? How?
Ensure all pupils with disabilities or other SEN are encouraged to attend clubs (Increase from 67%)	<ul style="list-style-type: none"> When allocating clubs, ensure that pupils with SEND are encouraged to attend modify club provision accordingly to facilitate access / participation HT to pro-actively invite SEND pupils to clubs 	Termly and on-going	HT	Pupils with SEND attend clubs outside of the school day	HT to monitor clubs termly – check attendance of SEND pupils
Ensure all pupils with disabilities can access educational visits	<ul style="list-style-type: none"> Provide guidance for staff on making trips accessible Liaise with parents Ensure each new venue is vetted for appropriateness Ensure individual risk assessments are completed prior to visits Provide additional funding such as taxis, as necessary 	As required	SENCO /EVC	All pupils in school able to access all educational visits and take part in a range of activities	SENCO / EVC to monitor
Ensure all relevant staff have specific training on disability issues and how to differentiate the curriculum for SEND pupils	<ul style="list-style-type: none"> Be aware of staff training needs on curriculum access and content Assign CPD for dyslexia, differentiation and other areas of need where needed, particularly 1-1 LSAs 	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation in supporting a wide range of SEND needs	SENCO / HT
To further raise children's awareness of disability	<ul style="list-style-type: none"> Ensure there are some learning resources (books etc) and displays that show positive examples of people with disabilities in a positive light. Review long term assembly planner to ensure opportunities for raising awareness of SEND Invite people with disabilities in to school. Use opportunities to show people with disabilities in a positive light: 	Ongoing	SMSC Lead	Children develop greater awareness and understanding of how people adapt and lead different lives – greater tolerance is shown..	SLT

	<ul style="list-style-type: none"> • Pupils with disabilities to communicate with their peers about their disability – to avoid it becoming a taboo topic • Provision maps and /or IEPs/Plans are reviewed termly. 				
--	--	--	--	--	--

AIM 2. IMPROVE PHYSICAL ACCESS FOR SEND PUPILS and MEMBERS OF THE SCHOOL COMMUNITY

We have a wide range of equipment and resources available for day to day use and we keep resource provision under constant review. The school's Improvement planning process is the vehicle for considering such needs on an annual basis.

Objective	Action / Strategies / Resources	Timescale	Responsibility	Success Criteria	Monitoring Method: Who? How?
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors who currently use the school building	<ul style="list-style-type: none"> • To create access plans for individual disabled pupils as part of the one planning and EHCP planning process when required • Be aware of staff, governors and parents' access needs and meet as appropriate • Through questions and discussions, find out the access needs of parents/carers through newsletters • Consider access needs during recruitment process for staff and at transition period for pupils 	As required Induction and on-going if required Annually Recruitment process	SENCO Headteacher	One plans / EHCPs in place for disabled pupils as required -all staff aware of pupils' needs -All staff and governors feel confident their needs are met -Parents have full access to all school activities -Access issues do not influence recruitment and retention issues	Headteacher
Improve signage and external access for visually impaired people	Yellow strip mark step edges other relevant edges	Completed but on-going to refresh paint	Site manager	Visually impaired people feel safe in school grounds	
Ensure disabled pupils are based in class bases with appropriate access to outside area	<ul style="list-style-type: none"> • Ensure classes with disabled pupils in it are based in classrooms which can be easily evacuated in an emergency and at other times • Evac chair located appropriately for current cohort • Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties 	On-going- as required each September or on admission of disabled pupil EVAC chair purchased 2018 – on-going maintenance required	HT SENCO	-All disabled pupils and staff working alongside are safe in the event of a fire -All disabled pupils can access different parts of the building at different times	

	<ul style="list-style-type: none"> Develop a system to ensure all staff are aware of their responsibilities – regular training in use of lift and evac chair 				
<p>The school has a plan to meet the individual needs of prospective pupils with special educational needs and disabilities</p>	<ul style="list-style-type: none"> Further develop liaison with Infant school to promote timely sharing of accurate information about the needs of prospective pupils. Member of school staff to attend relevant meetings with external professionals relating to prospective pupils with special educational needs and disabilities. 	Deputy Headteacher	Time to visit preschool providers Time to attend meetings	School staff are aware of the individual needs of prospective pupils with special educational needs and disabilities. Consideration of relevant issues relating to the school premises and environment, access to relevant resources and equipment, and curriculum adaptations have been made prior to entry to the school to facilitate transition	.HT/ Govs
<p>Further enhance the layout of the school to allow access for all pupils to all areas</p>	<ul style="list-style-type: none"> Any future plans for further development of the building take DDA issues in to account. Consider needs of disabled pupils, parents/carers or visitors when considering any future redesign Work with LA and architects when planning modernisations. 	As required DDA compliant ramp to main entrance installed May 2019	Head/ Governors/ Site manager/ School Surveyor	-Any re-designed buildings are usable by all -Where it can be reasonably achieved, the school building continues to be accessible for all.	Head / Governors

AIM 3: IMPROVE ACCESS TO INFORMATION FOR SEND PUPILS and MEMBERS OF SCHOOL COMMUNITY

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils e.g. handouts and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Objective	Action / Strategies / Resources	Timescale	Responsibility	Success Criteria	Monitoring Method: Who? How?
Review information to parents/carers to ensure it is accessible to all.	<ul style="list-style-type: none"> • Provide information and letters in clear print in "simple" English • School office will support and help parents to access information and complete school forms • Ensure website and all document accessible via the school website can be accessed by the visually impaired 	During induction On-going Current	School Office Office/ Website design team	All parents receive information in a form that they can access All parents understand what are the headlines of the school information	Governors
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	All pupils can access reading materials	
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Dyslexic pupils access reading materials	
Languages other than English to be visible in school	Some welcome signs to be multi-lingual School website to be accessible in wide ranging language	Ongoing	Inclusion Manager	Confidence of parents to access their child's education	
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Annually	SENCO/ Head	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	