

# *SANDWICH JUNIOR SCHOOL*



## Accessibility Plan & Policy

Ratified at FGB – 29 March 2021

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## **Legislation and guidance:**

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

## **Definition of Disability:**

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## **Aims and objectives of this policy**

### ***The purpose of this policy is to:***

- To increase the extent to which disabled pupils can participate in the curriculum.
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- To improve the availability of accessible written information.

***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.
- Ensure that employees with disabilities are supported with special provision as appropriate to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

We actively encourage equity and equality through our work. No gender, race, creed, sexuality or ethnicity will be discriminated against. The school's Disability Equality Policy will be followed and the use of stereotypes under any of the above headings will always be challenged.

### **Responsibilities:**

The Governors of the school are responsible for determining the content of the policy and the Headteacher is responsible for ensuring that the plan is implemented.

### **Publication:**

The Accessibility Plan that follows this accessibility policy is structured to complement and support the school's equality objectives and will be published on the school's website. We understand that Kent Local Authority will monitor the school's activity under the Equality Act 2010 and will advise upon compliance with that duty.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our Accessibility Plan (see the end of this document) has been drawn based upon the needs of the school and the school site, in conjunction with, staff and governors and will advise other school documents. The Accessibility Plan will be reviewed annually in respect of progress and outcomes.

Our school's complaints procedure covers the Accessibility Plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

### **Our principles and values:**

At Sandwich Junior School we are committed to providing an environment that enables full curriculum access and values all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. We believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for all children, which should take account of their individual strengths and needs and should allow each child to fulfil their potential.

### **Action Plan:**

Our Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan relates to the key aspects of curriculum accessibility, physical environment, and the provision and accessibility of written information.

**1.) To increase the extent to which disabled students can participate in the school curriculum.**

*Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for students, and prospective students, with a disability, medical condition or other access needs. Provision may include liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.*

<b>Current Good Practice</b>	<b>Target</b>	<b>Action</b>	<b>Person Responsible</b>	<b>Timescale</b>	<b>Success Criteria</b>	<b>Evaluation/Review</b>
<ul style="list-style-type: none"> <li>• Annual Review Meetings</li> <li>• Transition Meetings carried out to liaise with Feeder school and previous schools</li> <li>• Differentiated curriculum</li> <li>• Use of ICT/iPads/laptops for recording where necessary</li> <li>• Writing slopes</li> <li>• Use of wedges and cushions</li> <li>• Coloured overlays</li> <li>• Interactive whiteboards have dyslexia friendly coloured backgrounds</li> <li>• Particular fonts used to support Dyslexic pupils.</li> <li>• Coloured exercise books</li> </ul>	To review the needs of all pupils across the school and ensure that staff are fully aware of the needs within their classes and year groups.	<p>SENCO to create new class profiles for new Yr3 cohort and update class profiles for Yr4,5 &amp;6.</p> <p>Class profiles to be shared with Class Teachers and TAs.</p>	SENCO	Ongoing dependent on need and new pupils joining SJS mid-year.	<p>All staff confident about the need of all pupils in their class and year group.</p> <p>All pupils needs catered for enabling them to access their learning.</p> <p>Strategies in place to enable full curriculum access for pupils with a range of disabilities.</p>	
	To review the curriculum and ensure that it is accessible for all pupils.	<p>Subject Leaders to initially review curriculum coverage.</p> <p>Class Teachers to review curriculum coverage based on current need within class and year group and identify any potential barriers to learning.</p>	All Staff (Subject leaders)	Ongoing	All pupils able to access curriculum and make progress.	
	To ensure that all staff are fully aware of and understand the importance of the new Mainstream Core Standards.	SENCO to lead all staff in reviewing the new Mainstream Core Standards and ensure all staff are confident with delivering these within their quality first teaching to ensure all pupils are able to access their learning.	SENCO	Annually	All staff are aware of new Mainstream Core Standards and Quality first teaching and Provision Maps reflects that these strategies are being implemented	

<p>used for specific pupils.</p> <ul style="list-style-type: none"> <li>• Ear defenders</li> <li>• Sensory Circuits, Clever Hands and Fizzy Programmes</li> <li>• Well-being daily routines and additional interventions.</li> <li>• Visual timetables</li> <li>• Now and Next Boards</li> <li>• Various manipulatives to support Maths learning,</li> <li>• Use of social stories</li> <li>• Pre-teaching of key vocabulary</li> <li>• Communicate Inprint resources available.</li> <li>• Language through Colour resources</li> <li>• Russian Scaffolding</li> </ul>					in order to enable access for all pupils.	
	<p>To review Provision Maps for each Year group and ensure that provision is appropriate and enables pupils with a disability to access their learning.</p>	<p>Class Teachers with support of SENCO create provision map for each year group based on current need.</p> <p>Class Teacher to review these at least 3 times per year and alter provision according to need.</p> <p>SENCO to oversee and ensure that pupils with SEND are catered for and appropriate targets set.</p>	<p>SENCO &amp; Class Teachers.</p>	<p>Ongoing</p> <p>3 x per year</p>	<p>Provision Maps are up to date and reflect the current level of need. Pupils requiring additional support have been identified and appropriate targets and interventions are in place to enable them to access their learning.</p> <p>All pupils making progress against individual targets.</p>	
	<p>To ensure that pupils with a disability have access to equipment where necessary.</p>	<p>SENCO to liaise with outside agencies and ensure that strategies and equipment identified within reports are implemented.</p>	<p>SENCO</p>	<p>Ongoing</p>	<p>All equipment being utilised and pupils able to access their learning.</p> <p>Strategies in place to enable full curriculum access for pupils with a range of disabilities.</p>	
	<p>To ensure all staff receive relevant training on specific disabilities.</p>	<p>SENCO to review the needs of children and to provide training for staff as needed.</p>	<p>SENCO</p>	<p>Ongoing annually dependent on need.</p>	<p>Raised confidence of all staff with regards to disabilities and strategies needed to ensure inclusion for all where possible.</p> <p>Strategies in place to enable full curriculum access for pupils with a range of disabilities.</p>	

	To ensure pupils with a disability, medical condition or other access needs are involved, as fully as possible, in the wider curriculum including trips, workshops and residential visits, as well as extracurricular provision.	<p>Create personalised risk assessments and access plans for individual pupils where needed. Ensuring venues are vetted beforehand.</p> <p>Liaise with external agencies, identifying training needs and implement training where needed.</p> <p>Discuss with staff who run out of school clubs, and people running other clubs after school.</p>	SLT	Ongoing as and when needed.	All pupils are able to access (where possible) school trips, and activities.	
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**2.) To improve the physical environment of the school to increase the extent to which pupils, irrespective of their disability, medical condition or other access needs, can access their education.**

Current Good Practice	Target	Action	Person Responsible	Timescale	Success Criteria	Evaluation/Review
<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled toilet</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Anti -glare film on class windows</li> <li>• All doors have half glass panel to ensure visibility at wheel chair level.</li> </ul>	To be aware of the access needs of disabled pupils, staff, governors and parents/ carers.	<p>Ensure staff and governors can access areas of school used for meetings.</p> <p>Ensure that all staff are clear about how to raise issues of accessibility.</p> <p>Annual reminder to parents and carers through newsletter/Parent App to let us know if they have problems with access to areas of school</p> <p>Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult)</p>	Headteacher, SENCO All Staff	Ongoing – as and when needed	<p>All staff &amp; governors are confident that their needs are met.</p> <p>Continuous monitoring to ensure any new needs arising are met.</p> <p>Parents have full access to the school for events such as Open Afternoons.</p> <p>PEEPs are prepared and reviewed as individual needs change.</p> <p>People with disabilities can move around school safely and unhindered</p>	

<ul style="list-style-type: none"> <li>• Corridors are accessible by wheelchair.</li> <li>• Emergency escape routes clearly sign posted.</li> <li>• Main entrance accessible via ramp and wheelchair level bell.</li> <li>• Termly Health and Safety audit carried out and actioned.</li> <li>• Classrooms inviting but not over stimulating.</li> </ul>		becomes physically impaired.				
	To improve the physical school Environment	<p>The school will take account of the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.</p> <p>Provide a Disabled parking space</p>	School Business manager, Headteacher, Caretaker and Governors	Ongoing	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.	
	Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs.	<p>Create personalised risk assessments and access plans for individual pupils where necessary.</p> <p>Liaise with external agencies, identifying training needs and implementing training where needed.</p> <p>Ensure that actions, including emergency evacuation procedures and PEEPS (personalized Emergency Evacuation Plans), are clear and that staff are capable of carrying them out, where necessary.</p>	SLT	Ongoing As and when needed.	<p>Inclusion for all pupils as much as possible.</p> <p>PEEPs are prepared and reviewed as individual needs change.</p> <p>Safe evacuation in an emergency situation.</p>	

	To ensure that learning areas are organised to promote the participation and independence of all pupils	To carry out Learning walks and identify possible barriers to participation.  Class Teachers to plan classrooms and other outside learning areas in accordance with pupil need.	All staff	Annually in September, additional Learning Walks to be carried out throughout the year.	People with disabilities can move around school safely and unhindered	
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### 3.) To improve the delivery of information to pupils, staff, parents/carers and other members of the school community.

Current Good Practice	Target	Action	Person Responsible	Timescale	Success Criteria	Evaluation/Review
<ul style="list-style-type: none"> <li>Regular meetings with parents.</li> <li>Staff use Communicate in Print to ensure clarity of message.</li> <li>Classroom and individual visual timetables. Staff</li> <li>Parent App used to remind parents and provide important message.</li> <li>Twitter used to deliver parent information and messages.</li> <li>Information &amp; letters translated, where possible, for parents of EAL pupils.</li> </ul>	To ensure all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	SLT/Office	As needed	All parents and members of the school community can access all information	
	To ensure parents are able to access information in order to support their child's learning or access additional support.	Review website documentation to ensure parents are able to support their child's learning.  Ensure use of video clips as well as text when information sharing.	SLT  SENCO	Ongoing	Prospective parents and existing parents feel informed and able to support their children.	

<ul style="list-style-type: none"> <li>• Use of large, clear font in documentation.</li> <li>• Dyslexic friendly coloured back ground for interactive whiteboards.</li> </ul>		Write a parent friendly SEND leaflet for improved information sharing			Parents are clear about what SEND is and what support is available.	
	To ensure that parents and other members of the school community who are unable to attend due to a disability can access parent meetings.	Staff to hold parent meetings by phone or send home written information.	Class Teachers	As needed	Parents feel fully informed about their child's progress and are aware as to how to support their child's learning further.	

### **Monitoring arrangements:**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It may not be feasible to undertake all of the works during the life of the Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be complete by the school to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

### **Links to other policies/documents:**

The following Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Educational Visits Policy
- Equality Policy and Objectives
- Disability Equality Scheme

- Governors' Delegation of Functions (Function 80)

<file:///O:/SENCO/Accessibility%20Plan%20Policy/NGA-Delegation-of-functions-Final-1.pdf>

- Health and Safety Policy
- Staff Development Policy
- Special Educational Needs (SEN) and Disability Policy
- Supporting Pupils with Medical Conditions Policy
- Behaviour Policy
- School Improvement Plan