

# St Andrew's CE (VA) Junior School

## Accessibility Plan and Policy



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Author	St. Andrew's CE (VA) Junior School
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Modification history			
Version	Date	Description	Revision author
1.0	September 2017	Updated and new plan	AJ
1.1	October 2018	Updated 1.1 & 3.1	AJ
1.2	September 2019	Reviewed	AJ
1.3	September 2020	New 3 year plan written	AJ



## ST. ANDREW'S CE (VA) JUNIOR SCHOOL



*"Promoting Excellence Within a Caring Christian Community"*

### **Accessibility Plan & Policy**

#### **1 Introduction**

**1.1** This Accessibility Policy and Plan are 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 on progress of the Accessibility Plan over a prescribed period.

**1.2** We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

**1.3** 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".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the school governors will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

**1.4** The school provides reasonable wheel chair access from Waterloo Road to the main school entrance and to all classrooms via the playground. There is also disabled access to Jigsaw room (for before and after school care). Three disabled toilets are available in school. The school has good natural lighting and is almost entirely a flat site.

#### **2. Aims and objectives**

**2.1** St Andrew's CE (VA) Junior School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

**2.2** An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

**2.3** The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

### **3. Reviewing the Accessibility plan**

**3.1** The Action Plan for physical accessibility relates to the most recent Access Audit of the School. We carry out our own internal Access Audit. When appropriate, specialist advice from the SEND Calderdale team is sought.

It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

### **4. Monitoring**

**4.1** An accessibility plan is listed as a statutory document in the DfE's guidance on statutory policies for schools. This guidance also requires that the Accessibility policy is reviewed every three years. The policy must be approved by the governing body, who are free to delegate this to a committee of the governing body, an individual governor or the Headteacher.

St Andrew's Junior School acknowledges that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

## Accessibility Action Plan September 2020 - 2023

### Action Plan A – Improving Physical Access

	Focus Area	Findings/ comments	Time Scale	Priority	Cost	Who is responsible
1	To ensure the dining area, school meals offer meets the needs of all those with specific medical needs. To ensure that such consideration extends to off-site activities.	Encourage an increased take up of school meals. All those with specific health needs have their dietary needs met. Regular consultation with parents and effective data collection regarding individual need. Risk assessment and planning tools for off-site activities to include prompts for staff.	Ongoing	High	Possible cost of additional food needed to meet individual children's needs (e.g. lactose free cheese).	SBM & Cook
2	SEN children have individual risk assessment carried out by SENDCo before SEN child is admitted to the school.	When appropriate, the risk assessment is carried out in conjunction with appropriate external agencies to ensure that the building meets the physical needs of the pupil. For example, changing bed installed in the disabled toilet, ramps installed, alternative chairs provided. Review each year as child moves into new classroom.	Ongoing	High	Advisory fee of external agencies eg Woodbank School	SENDCo

### Accessibility Action Plan September 2020 - 2023

3	The site is fully accessible to pupils with physical disabilities and wheel chair users.	There is disabled access throughout the building. This site is also fitted with disabled toilet facilities and mechanical change table. There is a disabled parking space available to parents and visitors to the school available in the school car park.	Ongoing	High	Costs have been met.  Costs of additional requirements (e.g. a hoist) if required in the future.	SENDCo
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## Accessibility Action Plan September 2020 - 2023

### Action Plan B – Improving Curriculum Access

	Focus Area	Actions	Time Scale	Priority	Cost	Who is responsible
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Ongoing	High	SLT release costs	SLT & SENCO
2	Interventions	SENCO to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups	Ongoing	High	Resourcing costs of identified areas to develop	SENCO
3	Classrooms are organised to promote the participation and independence of all pupils	SENCO to carry out an audit of resources to ensure that lessons are planned and classroom is laid out to meet the needs of all pupils in the class.	Ongoing	High	Possible resource implications where gaps are identified	SENCO
4	Ensure that all whole school worships are accessible to children who have a hearing impairment	SENCO to meet with hearing impairment team and take ongoing advice on how to meet the needs of children with a hearing impairment.	Ongoing	High	Not applicable	SENCO

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5	Staff training in the production, implementation and review of Provision maps and PPPs and monitoring systems.	SENCO to deliver staff training to teaching staff.	Ongoing	High	Not applicable	SENCO
6	To increase the participation of SEN students in physical activity and PE lessons.	Improved understanding of Brighthouse community and the diversity within it. Increased positive attitudes towards disabled people. Continue to promote abilities of children through involvement in local and national events such as the Pentathlon and Calderdale Sports Day (for children with disabilities). Continue to ensure all SEN children use the running track daily.	Ongoing	High	Cost of travelling to different events. Cost of additional staff required to take pupils to events.	PE lead, Senior Leadership Team.

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7	Pupils with disabilities participate fully in all aspects of school life, including all trips and residential visits.	Risk assessments detail the additional staffing and resources required, individual risk assessment are produced to match pupils specific needs are made.	Ongoing	High	Cost of additional staff required to take children on trips	Senior Leadership Team & SENDCo
8	Access arrangements are made for Key Stage 2 SATs including extra time, amanuensis and readers	Teachers assess which children require additional time or amendments to be able to access their KS2 SATs. SLT discuss these needs with Y6 teachers.	Ongoing	High	None	Senior Leadership Team



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9	Work closely with external services and agencies to provide support in meeting individual children's needs with high expectations for their learning and achievement.	SENDCo ensures external services are used to support individual needs when required.	Ongoing	High	None	SENDCo
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#### Action Plan C – Improving the Delivery of Written Information

	Focus Area	Actions	Time Scale	Priority	Cost	Who is responsible
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats (e.g. enlarged newsletters sent home, letters read out to parents).	Ongoing	High	Not applicable	Deputy Head

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2	Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.	Staff involved with the recruitment process ensure the recruitment policy is adhered to. Candidates coming for interview are asked if any additional support is required. Candidates are not discriminated against based on their disability.	Ongoing	High	Not applicable	Senior Leadership Team, School Business Manager
3	Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.	Undertake responsible adjustments to enable staff to access the workplace.	Ongoing	High	Cost of any adjustments required	Senior Leadership Team, School Business Manager

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4	Teachers are available to meet with parents throughout the year at a mutually convenient time	Newsletters are used to keep parents informed of upcoming events, these are published on the website but are also available as paper copies. Text messaging service is used to inform and remind parents of upcoming events. Teachers can be contacted during the working day via the school telephone. Teachers encourage the use of pupil planners to ensure an ongoing dialogue with parents.	Ongoing	High	Not applicable	Teachers Senior Leadership Team
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