



## **Sundon Park Junior School**

### **Accessibility plan 2016-2019**

This policy should be read in conjunction with the following policies:

- Single Equality Policy
- Health and Safety Policy
- Medical Needs Policy
- SEND Policy.

This Accessibility Plan has been 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.

#### **Disability**

A disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

A child of compulsory school age has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

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.

Sundon Park Junior School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

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

information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this 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 three-year plan period in order to inform the development of the new Plan for the following period.

The Accessibility Plan will be referenced in the School Prospectus. Any complaints arising as a result of accessibility issues should be raised in line with the school Complaints Policy.

Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents.

The Plan will be monitored by governors through the School Business Managers Report to Full Governing Body Meetings three times per year.

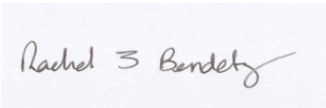
We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The school will work in partnership with the LEA in developing and implementing this plan.

---

Agreed by Governors on: 2<sup>nd</sup> November 2016

Signed by Chair of Governors:



Next review date: As required

---

## Improving Curriculum Access

- Sundon Park Junior School is a multi-level building with internal steps to raised areas of the school. Part of the building is on the first floor, accessed via a flight of steps.
- All areas of the ground floor building are currently accessible via ramps, although most of these are external.
- The main entrance to the building is ramped and the automatic entrance doors are wide enough for wheelchair access.
- All classrooms are carpeted, thus reducing noise from general movement in classrooms.
- The school has a nurture room for small group work and any therapeutic work.
- The school's Family Room is at the front of the building and has ramped access and a disabled toilet.

### Previous actions and progress

|                    | Target   | Progress<br>(RAG) | Comments   |
|--------------------|--|-------------------|--|
| <b>Short term</b>  | To ensure easy access to the school field for those who may need more support.                             | Green             | Handrails put in   |
|                    | To ensure pupils with a physical disability are in an appropriate area of the school                       | Green             | On-going as required   |
|                    | To provide car park access for disabled parents or parents of disabled children                            | Green             | When appropriate, parents are given code for school barrier.   |
|                    | To ensure children with needs have the appropriate furniture in class to support their need                | Green             | On-going as required. OT called in for any children where specialist equipment needed  |
| <b>Medium term</b> | To ensure that the needs of children with visual disabilities are considered when redecorating the school. | Green             | When decoration is changed all guidelines are followed.  |
|                    | To improve the facilities for children who need more structured activities at playtimes and 'time out'     | Green             | Nurture room built and small groups taken for sessions   |
| <b>Long term</b>   | To improve the provision of parking for disabled car drivers or disabled passengers                        | Green             | Two identified parking spaces available for disabled drivers or parents dropping off children when parent or child has a disability. |

## Improving Curriculum Access

### Current action and progress (to be updated at least annually)

|                    | Target  | Progress (RAG) | Comments |
|--------------------|---|----------------|----------|
| <b>Ongoing</b>     | To ensure pupils with a physical disability are in an appropriate area of the school        |                |          |
|                    | To provide car park access for disabled parents or parents of disabled children             |                |          |
|                    | To ensure children with needs have the appropriate furniture in class to support their need |                |          |
| <b>Short term</b>  | Men's internal toilet doors to be painted white to ensure they are easily identifiable      |                |          |
|                    | Stair rails to be painted to ensure they are easily identifiable.                           |                |          |
| <b>Medium term</b> | To ensure all remaining fire doors are replaced to improve accessibility.                   |                |          |
| <b>Long term</b>   | To identify suitable cost effective ways for hall access and egress                         |                |          |

### Previous actions and progress

|                   | Target  | Progress (RAG) | Comments  |
|-------------------|---|----------------|---|
| <b>Short term</b> | To ensure that children with disabilities have the required level of support in class | Green          | Ongoing <ul style="list-style-type: none"> <li>• Seek advice from SENDCo and external agencies regarding level of support required for individual children with disabilities.</li> <li>• Identify key times/subjects that child will need additional support with.</li> <li>• Provide additional LSA support for child as far as is possible and in line with school and LA SEND policy.</li> <li>• Produce documentation for statutory assessment of child, if level of support exceeds that which the school can fund.</li> </ul> |

## Improving Curriculum Access

|                    |   |       |   |
|--------------------|---|-------|---|
|                    | To ensure the provision of physical education is adapted to the needs of children with physical disabilities. | Green | Ongoing <ul style="list-style-type: none"> <li>Ask for support from external agencies and Lady Zia Werner outreach team for individual children with disabilities.</li> </ul> <p>Aim to understand alternative exercises/how the PE curriculum can be adapted to ensure all children are included as far as possible.</p>                                       |
| <b>Medium term</b> | To ensure that out of school activities are planned to ensure participation by all, within reason.            | Green | Ongoing <ul style="list-style-type: none"> <li>All children invited on trips</li> <li>Where difficulties occur, changes are made (where possible) to ensure children can participate in most activities</li> <li>Seek advice from parents or external agencies where necessary</li> </ul> <p>Invite parents to attend trip if appropriate to support child.</p> |
| <b>Long term</b>   | None  |       |   |

## Improving Curriculum Access

**Current action and progress (to be updated at least annually)**

|                    | <b>Target</b>   | <b>Progress<br/>(RAG)</b> | <b>Comments</b> |
|--------------------|---|---------------------------|-----------------|
| <b>Ongoing</b>     | To ensure that children with disabilities have the required level of support in class                         |                           |                 |
|                    | To ensure the provision of physical education is adapted to the needs of children with physical disabilities. |                           |                 |
|                    | To ensure that out of school activities are planned to ensure participation by all, within reason             |                           |                 |
| <b>Short term</b>  | Ensure staff take account of children's individual needs when planning trips.                                 |                           |                 |
|                    |   |                           |                 |
|                    |   |                           |                 |
| <b>Medium term</b> |   |                           |                 |
|                    |   |                           |                 |
|                    |   |                           |                 |
| <b>Long term</b>   |   |                           |                 |
|                    |   |                           |                 |
|                    |   |                           |                 |

## Improving the Delivery of Written Information

### Previous actions and progress

|                    | Target   | Progress<br>(RAG) | Comments  |
|--------------------|--|-------------------|---|
| <b>Short term</b>  | To ensure that all children are able to access SATs, without any disadvantage.   | Green             | Ongoing. <ul style="list-style-type: none"> <li>• Carry out an annual audit and order any additional resources (enlarged print, Braille etc) in order for children to access their SATS.</li> </ul>   |
|                    | To ensure that children with visual impairment are able to read information in class.  | Green             | Ongoing. <ul style="list-style-type: none"> <li>• Provide information in an enlarged version.</li> <li>• Sit child near the front of the classroom.</li> <li>• Purchase coloured overlays according to prescriptions provided.</li> <li>• Liaise with Visual Impairment teacher for specific advice.</li> </ul> |
|                    | To ensure that children with dyslexic tendencies or special educational needs have access to resources to support them reading written information | Green             | Ongoing. <ul style="list-style-type: none"> <li>• Seek advice on individual cases and provide resources advised</li> <li>• Discuss needs of children at SLM to arrange for specialist assessment and advice</li> <li>• Include pupils needs in their Personal Learning Profile.</li> </ul>                      |
|                    | To ensure that parents with visual disability have equal opportunity to access written communication from school.                                  | Amber             | <ul style="list-style-type: none"> <li>• Advise parents on termly newsletters that all letters are available in an enlarged version.</li> <li>• Provide communications via email so parents can access them using their own specialist equipment.</li> </ul>  |
| <b>Medium term</b> | Make available school brochures, school newsletters and other information for parents in alternative formats                                       | Amber             | <ul style="list-style-type: none"> <li>• Advise parents on termly newsletters that all documents are available in an enlarged version.</li> <li>• Provide electronic versions of documents so parents can access them using their own specialist equipment.</li> </ul>  |
| <b>Long term</b>   | To ensure that children with hearing difficulties have extra support to hear teachers  | Red               | System looked in to but very expensive.<br>Reconsider when there is a specific need for such equipment.   |

## Improving the Delivery of Written Information

**Current action and progress (to be updated at least annually)**

|                    | <b>Target</b>  | <b>Progress<br/>(RAG)</b> | <b>Comments</b> |
|--------------------|--|---------------------------|-----------------|
| <b>Ongoing</b>     | To ensure that all children are able to access SATs, without any disadvantage.   |                           |                 |
|                    | To ensure that children with visual impairment are able to read information in class.  |                           |                 |
|                    | To ensure that children with dyslexic tendencies or special educational needs have access to resources to support them reading written information |                           |                 |
|                    | To ensure that parents with visual disability have equal opportunity to access written communication from school.                                  |                           |                 |
| <b>Short term</b>  | To ensure the website is assessable to all and up to date with all current information.  |                           |                 |
|                    | To include the accessibility policy in the prospectus to ensure all new parents are aware.   |                           |                 |
|                    |  |                           |                 |
| <b>Medium term</b> |  |                           |                 |
|                    |  |                           |                 |
|                    |  |                           |                 |
| <b>Long term</b>   | To ensure suitable signage between reception and car park  |                           |                 |
|                    |  |                           |                 |
|                    |  |                           |                 |