



REINWOOD JUNIOR SCHOOL

Accessibility Policy and Plan

Date: May 2017

Review date: May 2018

Version no: 4

Introduction

This 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.

Reinwood Community Junior School welcomes its general responsibilities under the Equality Act 2010 to have due regard to the need to:

- promote equality of opportunity between disabled and non-disabled people;
- eliminate discrimination that is unlawful under the Equality Act;
- eliminate harassment of disabled persons that is related to their impairments;
- promote positive attitudes towards disabled people;
- encourage participation by disabled people in public life; and
- take steps to take account of a disabled person's impairments, even where that involves treating the disabled person more favourably than other people.

This Scheme sets out the steps the governing body will take that will result in improved outcomes for disabled pupils, parents/carers and staff in all aspects of school life.

Reinwood Community Junior School plans, over time, to ensure the accessibility for all pupils, staff and visitors to the school.

An Accessibility Plan will be drawn up to cover a three-year period and reviewed/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 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, text books and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

Equal Opportunities

Kirklees LA requires all its schools, colleges and services to promote racial and sexual equality, harmony, understanding and justice. We promote tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics) through the effective spiritual moral, social and cultural development of pupils, including through the extent to which schools engage their pupils, including through the extent to which schools engage their pupils in extra-curricular activity and volunteering within their local community.

The staff and pupils at Reinwood Junior School uphold this requirement and act accordingly.

Positive Mental Health and Wellbeing

We aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students.

We aim to recognise and respond to mental ill health by developing and implementing practical, relevant and effective mental health policies and procedures. We aim to promote a safe and stable environment for students affected both directly and indirectly by mental ill

Version	Date	Change	Author	Approved
2	November 2010	Updated	Mrs Binns	
3	January 2014	Updated	Mrs Binns	January 2014
4	March 2017	Re written	Mrs. Benson	May 2017

health.

Version History

Reviewing the Policy

This policy will be reviewed annually.

Signed

REINWOOD JUNIOR SCHOOL
ACCESSIBILITY ACTION PLAN 2017-2020
Improving physical access

Target	Action Needed	Outcome	Timescale	Achievement
To ensure that any future building development complies with our Equality Act responsibilities	Meetings between HT/Kirklees representatives	School is more accessible to disabled children and adults	As required	Improved accessibility to school building for all
To ensure regular maintenance of existing lifts throughout school	Prompt call to maintenance team if one of lifts is not in working order	All areas are more accessible to disabled children and adults	Bi annual maintenance check As required	Improved accessibility to school building. Greater inclusivity for disabled pupils
Corridors are clutter free	Lockers checked regularly Items on floor picked up and stored in locker	The corridors provide enough space for a large volume of children to enter/exit the building	On going	Children are able to move freely through school even at high traffic times
Classrooms organised for ease of movement	Staff to arrange seating, storage and equipment to ensure ease of movement H&S a weekly agenda item	Classroom and its resources can be accessed by all Staff have opportunity to make SLT aware of any H&S issues arising	On going Termly learning walks Weekly staff meeting	All children are able to access equipment Minor issues addressed swiftly

REINWOOD JUNIOR SCHOOL
ACCESSIBILITY ACTION PLAN 2017-2020
Improving curriculum access

Target	Action Needed	Outcome	Timescale	Achievement
Ensure that staff have necessary training to support children	Ensure training is needs led and clearly identified to support children appropriately	Specific training delivered to support the needs of all children	Ongoing	Staff feel well equipped to support the learning of all pupils
Relevant policies in place	Programme of review for all school policies Policies to be ratified by governing body Key policies to be available to parents via the school website	Policies reviewed and in place	Policies reviewed as per review rolling programme	Greater clarity for all about school procedures. School policies reflect good practice and conform to statutory
Lessons provide opportunities for all pupils to achieve	Staff to ensure that lessons are differentiated to meet individual needs	All children are able to achieve	Ongoing	Curriculum differentiation is visible in books and lesson observations
High expectations of all pupils	Staff encouraged to plan appropriate tasks which allow for challenge	Aspirational targets set and reviewed termly	Ongoing	All children achieve to their best potential
Staff recognise extra effort expended by some pupils due to their need	Training on four areas of SEND for all staff MSP, EHCP and ILPs in class and regularly referred to	Staff feel well informed	September 2018 Ongoing	All staff feel comfortable with different areas of SEND and possible impacts on a child and are able to plan appropriate tasks which are aspirational whilst accommodating individual need.
Assessment tracking system to show progress of specific pupil groups	DH time to analyse Integris data and create data packs Data shared with LT and governing body and patterns identified Support/intervention planned accordingly	Data readily available Identification of underperforming children/groups of children	Termly	School able to identify and track pupil progress and act quickly when underperformance is identified.
Improve resource provision for specifically identified needs	SEND resource audit Staff wishlist Guidance from SaLT, AO, Specialist SaLT professionals working in school	Staff better able to meet individual needs Children better engaged	September 2018 September 2018 Autumn term 2018	Increased levels of attainment
Provide auxillary aids/resources to support learning	SENDCo to liase with outside agencies to meet the needs of specific children School to purchase hearing loop system Sloped writing boards, triangular pencils and grips, coloured overlays etc to be replenished	All children able to access curriculum and school environment without discrimination	As required September 2017 Autumn 2017 and ongoing	Children fully included in all activities
All staff to be aware of children with a HCP	HCP updated at least annually HCP shared with staff and kept in class file. HCP posters discreetly in each classroom Central record of HCP kept in school office	Increased staff knowledge and awareness	Autumn 2017 and updated annually	Enhanced provision for pupils with specific medical need.

REINWOOD JUNIOR SCHOOL
ACCESSIBILITY ACTION PLAN 2017-2020
Improving the delivery of written information

Target	Action Needed	Outcome	Timescale	Achievement
To provide parents with information	Email and text messages to be sent home as reminders about events Employment of nurse practitioner to liaise with parents	Parents feel well informed	Ongoing Spring term 2017	Parents feel informed of activities in school
To provide meetings for parents	English parents meeting Maths parents meeting Code parents meetings Emotional Wellbeing	Parents feel better informed of ways in which to help their child	Autumn 2017 and ongoing	Parents have up to date information about the curriculum and ways in which they can support their child. Improved engagement with school
To provide information about SEND	SEND report available on website SEND report updated annually and shared with governors	Parents feel well informed	Autumn 2017 and reviewed annually	Parents have up to date information about SEND provision at school Parents have links to other supportive agencies if they are required
Ensure the use of inclusive signs and images around school	Complete audit of school environment Identify areas of need Order appropriately following audit	Signs and images in evidence around school	Spring 2018	An inclusive school for children and adults
Increase bilingual support for parents in supporting their child's education	Bi-lingual support to attend parents evening appointments Bi-lingual support available for home school telephone conversations	Parents have a better understanding of ways in which they are able to help their child with their education	2x parents evenings per year	Parents know how their child is progressing Delivery of information improved
Make written material available in alternative formats	Seek advice about translation of letters Seek advice about translation of letters into braille	Key information translated into braille/alternate language if necessary	As required	Delivery of information to parents is improved