



Stoke Hill Junior School: Accessibility Plan 2020-2021

Cc Head teacher (Roy Souter), Caretaker (Andy Sinclair), Business Manager (Maria Giles)

	Area of Need	Short Term	Person(s) Responsible	Action	Long term
Environment	Reduce trip or slip hazards	Shoes to be kept on when visiting library Mats by door entry must lie flat Hazards to be removed/ placed to one side immediately Ensure designated crossing points/ dip kerbs are used by wheelchair users Check decking for slipperiness each morning + warn others/ put out of use if dangerous	Teachers/TAs Everyone Everyone, including children Teachers/TAs Andy		Monitor surface and if problematic, consider rubber paint
	All trip hazards to be acknowledged/ highlighted	Spray/cone off area around potholes Clear grounds of tree debris Make visitors/ children aware of trip hazards Continued use of traffic light system for field access	Andy Andy Everyone SLT		Continual grounds check, especially in autumn and winter
	Ensure mobility aids are in place and working	Order and organise the installation of a continual handrail: a) from the reception area up to the Y5/6	Kelly Andy		Continual assessment of need for SEND children as they enter/progress through the school

	corridor	Replace the missing handrail in the entrance to the Y5 boys toilet from playground			Liaise with OT team
Trees to be kept trim	Gardener to cut back any overhanging bushes and branches	Fell any trees which are at risk of falling in high winds	Bryan	Maria / Contractor	Long term maintenance
Ensure all entrance and exit points are clearly identifiable	Add tape around handles where necessary	Explicitly identify and rehearse use of exit points, to include fire drills	Andy	Teachers/TAs	Long term maintenance
Toilet spaces to be fully functioning	Maintain cleanliness of toilet facilities	Audit Disabled toilet spaces – cleanliness, accessibility, obstacles, hygiene	Maria/Andy	Cleaning team TA/Kelly	To be reviewed as part of cleaning process, SEND meetings and OT/Physio visits
Continued support for children with hearing impairment and Auditory Processing Disorder	Available SoundField Systems to be in use where children with HI or APD are present	Classes to have rechargeable battery kits	Kelly	Class teachers, parents & TAs	Regular check of equipment and PAT testing
	Adult to wear Radio Mic for children with Active Listening Devices (ALD) when leading input			Teachers/SLT/ TAs	Ensure SoundField system follows child(ren) through the school/Federation and are installed in an adequate position Ensure relevant staff are trained in the use of Radio Mics/ALDs

		<p>Limit the noise from overhead projectors, heaters etc. Ensure children are positioned where they can lip-read/see teacher's gestures</p> <p>Be mindful of glare from light sources</p>	Teachers/TAs		
	Ensure children and parents can access the school and playground safely	<p>Keep leaves and debris off of surfaces</p> <p>Ensure that drainage is sufficient at top and bottom of slopes</p> <p>Check quiet area/wildlife area prior to use</p> <p>Use of Disabled Parking bay restricted to specific parents with blue badges</p> <p>No cars on site between 8:20am and 3:20pm</p> <p>5 mph speed restrictions</p>	<p>Andy</p> <p>Andy</p> <p>Andy, Class teachers & TAs</p> <p>SLT/Maria Giles</p> <p>Andy</p>		<p>Ongoing checks to ensure slopes are drained, cleared of leaves and debris and are identifiable</p> <p>Especially important during the Autumn and Winter months</p>
	Ensure children can access resources adequately	<p>Ensure that handrails are identifiable e.g. tape</p> <p>Ensure chair and table height(s) are adequate for child. Use table raisers where required</p> <p>Store walking frames, wheelchairs mechanical chairs etc. appropriately</p> <p>Continued use of Dyslexia-Friendly kit</p> <p>Add to the D-F kits as more resources become available</p> <p>Conduct class audits to ensure that Universal Provision in place/ resources are appropriate and appropriately used</p>	<p>Andy</p> <p>Class teachers & TAs</p> <p>Class teachers & TAs</p> <p>Kelly</p> <p>Kelly</p> <p>Kelly</p> <p>Kelly/SLT/</p>		<p>Paint all handrails in bright colours</p> <p>Ongoing checks</p> <p>SENCO to consult with OTs/physios for checks</p>

		Conduct SEND reviews with teachers	Teachers		
	Ensure that obstacles along corridors are highlighted	Ensure lighting is adequate in all corridors Lockers to be kept closed	Andy Everyone		Ongoing checks
People	Ensure all staff are aware of more vulnerable children in the school	Continue to update and circulate 'Medical Needs' document/SEND register Continued use of CPOMS to document updates as well as safeguarding concerns Continue to ensure all staff are made aware of Behaviour Care Plans (BCP) Individual Healthcare Plans to be kept in lockable cupboard in First Aid Room	Kelly Kelly/Jo McCarthy Zoe/Kelly Zoe		Start of the academic year and then updated termly
	Develop staff awareness and understanding of disability	Organise Autism Training for staff Maintain Epipen, Diabetes, Moving and Handling and Epilepsy training Continue regular Teaching Assistant CPD Offer TAs regular meetings Teachers/TAs to attend or contribute to TAF meetings/Statement and EHC Plan reviews SEND Review meetings- termly Complete Personal Care Plans alongside the Team Around the Child Circulate the Accessibility Plan to staff members and ensure it is updated on school website Raise the awareness of SEND by : a) Diarising national awareness days	Kelly Kelly/Maria Kelly Kelly Kelly Kelly/SLT Kelly Kelly		Training programme Continue to review and update Accessibility Plan annually PDMs on specific aspects of SEND Assemblies to cover specific aspects of SEND

		<p>b) Organising an SEND celebration/awareness events</p> <p>Create network groups for children e.g. Diabetes group, Deaf group</p>	TAs		
	Ensure that children & staff are kept safe and secure whilst in school	<p>PHSE input e.g. Stranger Danger</p> <p>Risk Assessments for Educational Visits</p> <p>Pre-visit locations to check accessibility, facilities etc</p> <p>Use of High Visibility jackets</p> <p>Gates to be locked between 8:20am and 3:05pm</p> <p>5mph speed limit on school site</p> <p>Emergency procedures for vulnerable children</p> <p>Safeguarding procedures for visitors on site e.g. signing in, wearing lanyard, being met by staff member etc.</p> <p>Question strangers on site</p>	<p>Teachers/TAs</p> <p>Teachers/TAs</p> <p>Teachers/TAs</p> <p>Andy</p> <p>Kelly</p> <p>Andrea</p> <p>All staff</p>		<p>Continual ground checks for litter, misuse/trespassers</p> <p>Explore visitors who can come in to school to lead on issues such as Stranger Danger, Road Safety, Online safety etc.</p> <p>Enforce mobile phone policy</p> <p>Continual monitoring of CCTV</p> <p>Continued communication with PCSO</p>
Curriculum	Lessons are planned carefully to ensure that all pupils can access the curriculum	<p>Continue to ensure that 'Planning Meetings' incorporate an SEND provision focus</p> <p>SEND Review meetings (termly)</p> <p>Look at books for evidence of differentiation</p> <p>Disseminate Universal Provision</p>	<p>SLT/teachers</p> <p>Kelly/SLT/Teachers</p> <p>Kelly</p>		<p>Explore supervision opportunities between teachers and Teaching Assistants</p> <p>Feed back audit findings/ arrange the necessary training and support with SLT</p>

		<p>Checking Tool to help teachers support individual learning needs</p> <p>Kelly</p> <p>Conduct class audits to check Universal Provision</p> <p>Kelly/SLT</p> <p>Regular SEND update – emailed to Teachers, TAs and SLT</p> <p>Kelly</p> <p>Support staff in embedding EHCP strategies/provision</p> <p>Kelly</p> <p>Organise Autism training for staff</p> <p>Kelly</p>		
	Ensure <i>all</i> children can access displays	<p>Adhere to the Federation Display policy</p> <p>Classroom checks via learning walks</p>	Class teachers/TAs	<p>Ensure Interactive Whiteboards are functioning adequately</p> <p>Consider the visual environment as part of ASD Audits</p>
Systems	Review and update system of safe movement around the school	<p>Staff to reinforce calm, one side of the corridor walking</p> <p>Declutter all public walkways</p> <p>Ensure coats and belongings are kept in lockers</p>	<p>Everyone</p> <p>Everyone, including the children</p> <p>Everyone</p>	<p>Continual checks</p> <p>Talk through aspects of being safe and respectful as part of PHSE curriculum</p>
	All children with more complex SEND to have a Personal Care Plan	Personal Care Plans encompassing PEEP, Intimate Care Plan and Moving & Handling plan to be created and disseminated every Autumn and reviewed during the academic year	Kelly	Review during termly TAF/ EHCP meeting
	Ensure health and safety documentation surrounding children with more complex	Personal Care Plans encompassing PEEP, Intimate Care Plan and Moving & Handling plan to be created and	Kelly	Review Personal Care Plans (comprising PEEPS, Moving & Handling Plans, Risk Assessments) as

	SEND is fully accessible	<p>disseminated every Autumn and reviewed during the academic year</p> <p>Teachers to readily access SEND files and complete read receipt</p> <p>Update CPOMS with documentation/actions</p>	<p>Teachers</p> <p>Kelly/ Jo</p>		part of the Review/TAF
	Ensure that the 'Assess, Do and Review' process is clear and efficient	<p>IT Meetings to follow a structure of:</p> <ol style="list-style-type: none"> 1) Referrals 2) Updates 3) Safeguarding <p>All actions from IT to be recorded on separate case-by-case documents and updates added to CPOMS</p> <p>All parents to be updated re agreed actions</p> <p>Ensure that the IT forms are fully complete with parents views/ pupil voice</p> <p>Teachers to use the 'Graduated Response tool' to aid identification at IT referral stage</p> <p>Refer back to GRT-Identification when considering progress</p>	<p>Inclusion Team</p> <p>Kelly/Jo</p> <p>Kelly/ Jo</p> <p>Teachers</p> <p>Teachers</p> <p>Kelly/Teachers</p>		