

Wendover Church of England Junior School

Wharf Road, Wendover, Buckinghamshire HP22 6HF

ACCESSIBILITY PLAN

Date of this review: Autumn 2017

Date of next review: Autumn 2020

ACCESSIBILITY PLAN 2017-2020

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period September 2017 to July 2020.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, 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.
3. Wendover Church of England Junior School plans over time to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Continue to ensure that access to the physical environment of the school is reviewed annually, or more frequently if deemed appropriate, with a view to maintaining the current fully accessible site. This covers any improvements to the physical environment of the school and physical aids to access education.
 - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that they are as equally prepared for life as are able-bodied pupils. This covers teaching and learning and the wider curriculum, 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 the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, booklets, letters and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
4. Action plans are attached to this policy relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.
5. We recognise that there is a need for ongoing education regarding disability discrimination, including training for staff and governors, in order to inform attitudes on this matter.
6. This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Equal Opportunities and Diversity
 - Curriculum Subjects
 - Staff Development/CPD
 - Health & Safety (including off-site safety)
 - Inclusion
 - Special Educational Needs
 - Behaviour Management
 - School Improvement Plan
 - Asset Management Plan
 - School Website and Mission Statement
 - Teaching and Learning Plans
7. The physical environment of the school has been altered to make it fully accessible. An annual audit will be carried out to ensure that current levels accessibility is maintained and/or improved over time.

8. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to access".
9. The school website will make reference to this Accessibility Plan.
10. The Annual SEND Report (Local Offer) will make reference to this Accessibility Plan.
11. The school's Complaints Procedure covers the Accessibility Plan.
12. This Plan will be monitored and reviewed by the governing body through their Curriculum Committee and Personnel & Premises Committee.
13. The school will work in partnership with all interested stakeholders and will adopt in principle all relevant guidance issued by Buckinghamshire County Council.
14. This Plan will be monitored by Ofsted as part of their inspection cycle.

THE PHYSICAL ENVIRONMENT

(Appendix 1)

We believe that our school and grounds are fully accessible for any person using the site. Access is reviewed during the termly health and safety site inspection which is carried out by the Headteacher, School Business Manager, H&S Governor and Caretaker. All actions resulting from the inspections are scheduled by the School Business Manager and Caretaker to ensure both access and safety. A review may take place at any time if the need arises and professional advice sought as deemed appropriate.

| TARGET | TIMESCALE ST/MT/LT | COST |
|---|-------------------------------|-------------|
| Ensure classroom furniture is arranged to allow easy access for all pupils/staff/ visitors | ST (ongoing) | Nil |
| Ensure fire exits are kept clear at all times | ST (ongoing) | Nil |
| Ensure classrooms and cloakrooms are kept clear of clutter at all times to allow free access for all users | ST (ongoing) | Nil |
| Maintain markings to all external steps and changes in ground type to ensure visible to visually impaired pupils/staff/visitors | MT | £50 |

IMPROVING CURRICULUM ACCESS

(Appendix 2)

| TARGET | STRATEGY | OUTCOME | TIMEFRAME LT, MT OR ST | ACHIEVEMENT |
|--|---|--|---------------------------|---|
| To provide training for teachers on differentiating the curriculum to provide opportunities for all pupils to achieve to the best of their ability | Review staff training requirements through appraisal and regular monitoring | All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum | ST (on-going) | Increased access to the National Curriculum |
| To provide a broad and balanced curriculum accessible to all pupils | Review curriculum to ensure breadth and balance is reflected for all pupils | All pupils benefit from an accessible curriculum which is broad and balanced | ST (on-going) | Increased access to the National Curriculum |
| To provide training for teachers and teaching assistants to enable them to teach and support disabled pupils | Review the specific needs for pupils living with a disability in terms of basic daily living skills, relationships and future aspirations, including involvement of professional partners as required | All teachers are aware of the relevant issues and can ensure that this group has equality of access to life preparation learning | ST (on-going) | Teachers and Learning Support Assistants are confident and competently meeting the needs of disabled pupils |
| To provide auxillary aids, computer technology and services to ensure all pupils can participate effectively | Review all resources and teaching aids to ensure appropriate access to resources | Pupils are helped to engage in the curriculum through the use of appropriate technology and resources | ST (on-going) | Increased participation rates for disabled pupils |
| All out-of-school activities are planned to ensure the participation of all pupils | Review all out-of-school provision to ensure compliance with legislation | All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements | MT | Increased access to school activities for all disabled pupils |

| | | | | |
|---|--|--|----|--|
| To ensure all teaching spaces are optimally organised to promote the participation and independence of all pupils | Monitor layout of furniture and equipment to support the learning process in individual class bases/ teaching areas | Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils | MT | Increased access to the National Curriculum |
| To provide training for awareness raising of disability issues | Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school | Whole school community aware of issues relating to access | LT | Society will benefit from a more inclusive school and social environment |

IMPROVING THE DELIVERY OF WRITTEN INFORMATION

(Appendix 3)

| TARGET | STRATEGY | OUTCOME | TIMEFRAME LT, MT or ST | ACHIEVEMENT |
|--|--|---|---------------------------|--|
| To improve availability of written material in alternative formats | The school will make itself aware of the services available through the LA for converting written information into alternative formats | Written information provided in alternative formats when required for individual purposes | ST (ongoing) | Delivery of information to disabled pupils improved |
| To make available school prospectus, school newsletters and other information for parents in alternative formats | Adapt school publications and promote the availability in different formats for those who require it | School information available for all | MT | Delivery of school information to parents and the local community improved |
| To review documentation with a view of ensuring accessibility for pupils with visual impairment | Get advice from HVSS on alternative formats and use of IT software to produce customized materials | School information available for all | LT | Delivery of school information to pupils & parents with visual difficulties improved |
| To raise the awareness of adults working at and for the school on the importance of good communications systems | Arrange training courses | Awareness of target group raised | ST (ongoing) | School is more effective in meeting the needs of pupils |