

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. 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.
2. Whybridge Junior School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period.
4. 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.
6. 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".
7. The School Brochure will make reference to this Accessibility Plan.
8. The School's complaints procedure covers the Accessibility Plan.
9. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).
10. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.
11. The Plan will be monitored by Ofsted as part of their inspection cycle.

12. 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.

Whybridge Junior School – Accessibility Plan 2015– 2018

Access to the Physical Environment

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To be aware of the access needs of disabled children, staff, governors and parents,carers	a) create access plans for individual disabled children as part of the Identification and Assessment process.	As required	SENCO / classteacher /	Learning plans are in place for all SEND pupils, and all staff are aware of pupils' needs.
Ensure the school staff & governors are aware of access issues	b) to ensure staff and governors can access areas of school used meetings	On-going process	Headteacher	All staff & governors are confident that their needs are met.
	c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.	In place Spring term 2016	Headteacher	Continuously monitored to ensure any new needs arising are met.
	d) circulate information to relevant staff on Access to Work scheme	In place Spring term 2016	Headteacher / H&S committee	Parents have full access to all areas of school .
	e) Staff to share pupil passport information with volunteers and support staff to ensure continuity of care for the children	On-going	SENCO	Access to Work Information in Staff Handbook and on staffroom notice board.
Ensure everyone has access to reception area	a) ensure that nothing is preventing wheelchair access	Daily check to ensure the area in clear of obstructions	Site Supervisor / Health & Safety Committee/ HT	Disabled parents / carers / visitors feel welcome.

	<p>b) check the outer door is wide enough for a wheelchair</p> <p>c) Provide a bell on the counter so that wheelchair users can get the attention of staff in the office.</p>	Autumn term 2015	<p>H&S Committee</p> <p>Headteacher</p> <p>H&S Committee</p>	Wheelchair users aren't waiting because staff sitting in the office can't see them
Maintain safe access for visually impaired people	<p>Check condition of yellow paint on step edges regularly</p> <p>Check exterior lighting is working on a regular basis</p> <p>Put black/yellow hazard tape on poles at end of play equipment to help visually impaired child</p>	<p>Ongoing checks</p> <p>Spring 2016</p>	<p>Site Supervisor / Health & Safety Committee</p> <p>SENCO/Site Supervisor</p>	<p>Visually impaired people feel safe in school grounds. Yellow edges to be re-done as needed throughout the school year. Light to be fitted near front door. Child knows where equipment ends</p>
Ensure all disabled people can be safely evacuated	<p>a) Ensure there is a personal emergency evacuation plan for all disabled pupils.</p> <p>b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the SENCO passport information</p>	<p>On-going process</p> <p>Autumn Term 2015</p>	<p>SENCO</p> <p>Headteacher/SENCO to remind staff</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily</p>
Provide hearing loops in classrooms to support pupils with a hearing impairment	Take advice from HSIS on appropriate equipment if this becomes necessary	As required	Headteacher	All children have access to the curriculum
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear.	Daily	All staff/Headteacher	All disabled personnel and pupils have safe independent exits from school

Access to the curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	On-going	SENCO / Headteacher	Raised confidence of support staff
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access	Set up a system of learning plans for disabled children when appropriate. Share information with all agencies involved with each child	On-going	SENCO	All staff are aware of individual's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	On-going	Class teacher	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Summer term 2016	SENCO & PE co-ordinator	All pupils have access to PE and are able to excel. Child's T.A. will be there all the time
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews	Summer term 2016	SENCO & Headteacher	Gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with Out of school Club staff, and people running other clubs after school. Support would have to be available – especially after school.	As required	SENCO	Disabled children feel able to participate equally in out of school activities. Disabled lift to access Out of School Club.
Develop links with a special school	Work towards Identifying a local school and consider sharing INSET opportunities. Existing link with deaf	Autumn term 2016	SENCO	Increased understanding of the opportunities available to the children

	and blind schools in local area			
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Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Key letters to be in other languages	Work with Michelle Wain from HSIS to develop a working strategy	Spring term 2016	Headteacher / SENCO/Welfare Officer	ALL People feel they are welcome in school
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information eg braille, other languages Translation Tool to be added to website to allow multi-lingual access	Annually Autumn 2016	SENCO / Headteacher SENCO/Headteacher	Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible to all

