

Emmbrook Junior School



ACCESSIBILITY PLAN

Responsibility of:	Resources Committee
Date of Policy:	April 2021
Date of Review:	April 2023
Date of Next Review:	April 2024

Mission Statement

We provide an inclusive, positive environment in which we nurture and empower our children to develop life-long learning skills. This enables them to grow into reflective, successful and well-rounded individuals in our global community.

EQUALITY OBJECTIVES

- All pupils should feel represented throughout the curriculum in all subjects
- All groups of pupils (SEND, PPG and English as an Alternate Language etc.), are to make at least expected progress in all subjects. The school is to use assessment data to identify potential and to accelerate progress of pupils.
- All classrooms are to be accessible to all pupils and meet their individual needs

Introduction

This plan is drawn up to implement the Emmbrook Junior School Planning Duty for Disabled access. This planning duty arises from changes made to the Disability Discrimination Act 1995 by the SEN and Disability Act 2001 (SENDA). The plan is written in accordance with the DfE guidance publication 'Accessible Schools: Planning to increase access to schools for disabled pupils.'

Definition of Disability

The Disability Discrimination Act 1995 defines disability as follows:

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities'.

Key Objective

To create a rich environment which enables all pupils to participate fully in the school community by identifying and eliminating barriers that could prevent this.

Key Responsibilities

The school recognises that the following are key responsibilities underpinning the planning duty.

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils, staff, parents or visitors less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

School Principles

- When performing their duties all staff and governors will have regard to the DRC Code of Practice (2002)
- Compliance with the requirements of the DDA is key to all school policies
- All children are individuals and entitled to the best education they can receive regardless of any disability they may have
- Access to Education means making a full school life accessible to the disabled pupil, including extracurricular activities and events.
- The school provides all pupils with a broad and balanced curriculum, tailored to meet their individual learning requirements
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities
- The school recognises the parents' and child's right to confidentiality

Activities

The school will undertake to meet its key objective by developing three key areas:

1. Access to the Curriculum

- The school undertakes to assess its provision of curriculum to pupils on an annual basis, and to use this information to better tailor the curriculum to pupil requirements.
- Create a challenging curriculum where suitable learning challenges are set and progress of individuals achievements can be assessed
- To seek and follow the advice of services such as other schools, the LA, the Government, the hearing-impaired resource base and independent bodies to achieve best practice for all

2. Access to the Physical Environment

- The school will audit existing facilities and develop ways of making the physical environment more accessible to people with disabilities
- Consider how different impairments have specific requirements and can be best catered for within the school environment
- Consider ways of providing the most suitable aids and resources, outside of the child's SEND, or health, provision
- To seek and follow the advice of services such as other schools, the LA, the Government, and independent bodies to achieve best practice
- Integration of Hearing-Impaired children from the resource base in the classroom environment through use of appropriate audiological resources 'Soundfield' equipment and ensuring staff have deaf awareness training.

3. Access to Information

- Audit existing methods of providing information and media utilised, develop these to improve accessibility
- Work with Local Schools, LA and local support services to source best materials at an appropriate cost
- Include parents and pupils in the choice of the most suitable media for the disabled child

Linked Policies

The plan will contribute to the review and revision of related school policies:

- School Development Plan (as appropriate)
- Inclusion/SEN Policy
- Equal Opportunities Policy
- Curriculum Policies
- Disability Equality Scheme

Publicising the Plan

Copies of this plan will be available to existing or prospective parents via the school website.

Targets	Strategies	How	Who	When	Impact
Ensure compliance with DDA and Code of Practice	<ul style="list-style-type: none"> Staff and governors informed of requirements and obligations of DDA and the Accessibility Plan All staff informed via staff email and meetings 	Staff Meeting Guidance Notes Governors Meetings	Inclusion Governors/POPC & Inclusion Lead	Annually End of Autumn Term	School complies with DDA and COP Requirements
Continued involvement of parents of disabled children in decision making	<ul style="list-style-type: none"> Encourage parents to become governors Consult parents Annual review of Disability Equality Scheme 	Parents evenings Literature Website Individual Pupil Review Staff, parents and pupils consulted	GB Inclusion Lead POPC	On-going basis Review completed by end of Spring Term annually	Parents of disabled children feel able to express their views and actions taken to meet needs
Improved awareness of prospective and existing pupil disabilities	<ul style="list-style-type: none"> Include as part of the application process Training Transition visits to other settings 	Application process Staff Meetings Setting visits of new entrants	Admin Team Teaching Staff Inclusion Lead	Process reviewed annually by admin team Visits arranged as required by Inclusion lead and teaching staff	School able to best target / plan resources
Improve staff understanding and skills for dealing with disabled students	<ul style="list-style-type: none"> Training sessions in awareness and different disabilities Review of procedures and policies 	Staff Meetings Training Reviews Governors Meeting Briefings from experts	Inclusion Lead	End of Autumn Term	<p>Policies reviewed and updated</p> <p>Staff able to identify and respond to needs or go to HI lead for support</p>
Staff Advisors set up for HI and other identified needs	<ul style="list-style-type: none"> Sign language training Deaf awareness training Autism training 	Internal courses - ToD, Sensory Consortium staff - Tech training from Sensory Consortium & CI centres	HI Lead BSL lead Inclusion Lead	Deaf Awareness training delivered annually by HI Team	Chosen staff member is confident in giving advice to others in their key disability

				<p>by End of Spring Term</p> <p>BSL training part of annual CPD</p> <p>Inclusion lead to identify any autism training needs on an on-going basis in liaison with teaching staff</p>	<p>HI lead for hearing impaired children</p> <p>Inclusion lead to support or direct for ASD</p> <p>Also, able to support technical aids children use</p>
Increase awareness and involvement of children in disability issues	<ul style="list-style-type: none"> • Set up mentoring or buddy schemes • Set up links with other children in other schools with similar disabilities • Include HI pupils School Council in decision making • Deaf awareness assemblies 	<p>Student council</p> <p>Staff meetings</p> <p>Governors Meetings</p> <p>ToD arrange links & visits</p>	<p>HI Team</p> <p>School Council Lead</p>	<p>Mentoring/buddy schemes set up from when a child joins the school.</p> <p>HI rep on school council inline with school council elections in autumn term.</p> <p>Deaf aware ness assemblies on an annual basis in line with deaf awareness week Summer term.</p>	<p>Disabled children feel more secure within their peer group</p> <p>Peer group have greater knowledge and understanding of pupil disabilities</p>
Improve access for hearing impaired pupils	<ul style="list-style-type: none"> • Provide visual support for activities in Hall • Update specialist equipment eg radio aids, Symposiums, & specialist software • Test box for HI resource 	<p>Class sound fields updated to work with new implants and aids</p>	<p>HI Team</p>	<p>Needs reviewed in Summer term to ensure provision ready for the start of following Autumn Term</p>	<p>HI children fully engaged in all activities as far as is possible</p>

Ensure access to the curriculum for all pupils	<ul style="list-style-type: none"> • Modify resources • Modify levels off support • Adapt the classroom environment where possible • Adapt delivery of the curriculum where appropriate 	Evident in planning Class teacher to adapt environment Resources - e.g. laptops, OT resources, Visual resources etc.	Class Teachers Curriculum Leader	On-going basis Reviewed by SLT as part of monitoring cycle.	All children engaged in curriculum activities as fully as possible as a result of strategies employed
Provide appropriate toilet and cleaning facilities for children and others with conditions requiring changing nappies etc.	<ul style="list-style-type: none"> • Install cleaning and changing facilities for children with colostomy bags or bowel problems 	Disabled toilet located in Year 6 corridor	Admin & Site Management Team	Checked annually and updated according to pupil needs.	Children cleaned and changed in privacy Other pupils looked after without causing staff problems
Improve signage around site for wheelchair access, buggy access etc.	<ul style="list-style-type: none"> • Enable easy and quick access to all areas 	Site Manager in liaison with Health & Safety Governor agree signage needs Install new signs as required around site	Site Manager H&S Governor	Reviewed on an annual basis following H&S site visit	All visitors can easily access the site

MAKING IT HAPPEN

Implementation

This plan represents the school's vision backed up by key actions which will be carried out over the next three years. There will be:

- Clear allocation of lead responsibility
- Clear allocation of resources
- Indication of expected outcomes
- Clear timescales
- Specified time-scale for process and review:

The Emmbrook Junior School Governing Body will monitor this scheme termly. The school Governing Body will present findings annually, to all members of the school community, and available in alternative forms of communication which are appropriate to the needs of its disabled members.

Evaluation

There will be internal evaluation of the plan by the GB through POPC.

Publication

This documentation is published on an annual basis and may form part of the school's Improvement Plan and Equal Opportunities policy.

Reporting

There will be an annual report on this scheme demonstrating:

Progress made

Outcome achieved

Work in progress

Amendments to the scheme

This report will be actioned by GB through the POPC and in liaison with the SLT.

This report will be available to all school members in hard copy, and in the form of alternative communication where necessary.