



South Stanley Junior School
Accessibility plan

Accessibility plan 2015-2018

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. At South Stanley Junior School 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. At South Stanley Junior School we are committed over time to ensure the accessibility of provision for all pupils, staff, parents and visitors to our school.
3. An accessibility plan will be drawn up to cover a three year period and updated annually.
4. The accessibility plan will contain relevant actions to:
 - a. 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 within a reasonable time frame.
 - b. Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure 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 within a reasonable time frame.
 - c. 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.
5. The action plan for physical accessibility relates to an access audit of the school which was commissioned by the LA. It will not be feasible to conduct all of the work during the timescale of this plan. The audit will need to be revisited to inform priorities for future accessibility plans.
6. We acknowledge that there is a need for on-going awareness training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The accessibility plan should be read in conjunction with:
 - a. Equality policy and plan
 - b. SEND policy
 - c. School Improvement Plans
 - d. Equal Opportunities Policy
 - e. Behaviour Management Policy
 - f. Curriculum Policy
8. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
9. The Accessibility plan will be available in school to view on request and on the school website.
10. The Accessibility plan will be monitored by the Governing Body.
11. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
12. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act, 2010.

Approved by FGB

Date September, 2015

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Parents are involved in SEND review process. • Medical Management Plans are drawn up after liaison with parents and health professionals. • Staff receive training in necessary procedures e.g. fitting of splints/administering epipen. 	<p>SHORT:</p> <ul style="list-style-type: none"> • Further develop specialist provision within school. <p>MEDIUM:</p> <ul style="list-style-type: none"> • Monitor attainment of A, G and T pupils. <p>LONG:</p> <ul style="list-style-type: none"> • To review all statutory policies to ensure they reflect inclusive practice and procedure. 	<ol style="list-style-type: none"> 1. CPD for staff 2. Liaison with Educational Psychologist & other Professionals 3. Develop provision in line with recommendations from 1 and 2. 	SENCO	On-going
			<ol style="list-style-type: none"> 1. Develop A, G & T register. 2. Develop a programme of activities. 3. Track progress. 	SENCO	In place for start of Sept 2016.
			<ol style="list-style-type: none"> 1. Policies to be re-written in accordance with Equality Act 2010 requirements. 	HT	On-going

<p>Improve and maintain access to the physical environment</p>	<p>Whenever refurbishments take place, school considers the need to improve access for pupils, staff and visitors with physical difficulties and sensory impairments. These have included improvements to main access lighting handrails and signage during 2014 – 2015.</p>	<p>SHORT:</p> <ul style="list-style-type: none"> Ensure all with a disability are able to be involved. <p>MEDIUM:</p> <ul style="list-style-type: none"> Ensure all with a disability are able to participate in sporting festivals and competitions. <p>LONG:</p> <ul style="list-style-type: none"> To improve community links. 	<ol style="list-style-type: none"> Send out confidential questionnaire to identify parent/carer access needs in order to ensure these are met at all school events. Staff to ensure letters home are explained to parents who may need this. <ol style="list-style-type: none"> School to work with School Sports Co-ordinator to identify local and regional opportunities. School to promote links with other schools and organisations within Durham and wider community. 	<p>HT & Class Teachers.</p> <p>PE LEAD</p> <p>SENCO</p>	<p>Autumn 2015</p> <p>2015 – 2016</p> <p>Start Sept 2017</p>
<p>Improve the delivery of written information to pupils, parents/carers and visitors to school.</p>	<p>Dyslexia aids in use across school including coloured inlays, exercise books with buff coloured sheets and staff are aware to choose whiteboard backgrounds and font colours carefully.</p> <p>Staff training to raise awareness of the needs of pupils on the autistic spectrum.</p>	<p>SHORT:</p> <ul style="list-style-type: none"> Ensure communication between school and home is accessible to all. <p>MEDIUM:</p> <ul style="list-style-type: none"> Ensure signage in and around school is accessible to all including visually impaired. <p>LONG:</p> <ul style="list-style-type: none"> Identify means of translating written communications for parents with EAL. 	<ol style="list-style-type: none"> School to identify a sensitive and confidential way to identify parental needs and how to meet these. School to regularly remind parents at all events that they can call in to school to talk to teachers. Class teachers to liaise with parents at beginning and end of school day to explain letters home where this is needed. <ol style="list-style-type: none"> Seek LA assistance to audit signage to identify requirements. Identify financial implications and prioritise improvements. Liaise with EMAS to identify available resources. 	<p>SENCO & Class teachers.</p> <p>SENCO & Premises Manager</p> <p>HT</p>	<p>By July 2016</p> <p>On-going</p> <p>By July 2018 or earlier if required.</p>