



St. Giles Junior School
Accessibility Plan
2016 - 2019

Adopted by the Governing Body:

Signed: 

Chair of Governors

Head Teacher

Date: November 2017 (ratified by FGB on 30/11/2016)

Date of Next Review: March 2019

INTRODUCTION

Under the Equality Act 2010 schools are required to have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every 3 years and approved by the by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head teacher. At St. Giles Junior School the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the head teacher and evaluated by the relevant Governors’ committee.

The current Plan will be appended to this document .

At St. Giles Junior School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Our Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

Our Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

St. Giles Junior School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality

Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The St. Giles Junior School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding 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 their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve 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 timeframe.

The St. Giles Junior School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Development Plan

- Special Educational Needs Policy
- Staff Development Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans.

An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

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.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resources Committee

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

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,

Our objectives are detailed in the Action Plan below

CURRENT GOOD PRACTICE

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of our annual data collection and we continue to survey parents' views, in conjunction with letters home and parents' evening.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; There are very few parts of the school to which disabled pupils have limited or no access.

Curriculum

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships,

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

ACCESS AUDIT

The school is a one storey building with wide corridors, wide door access to all rooms and several access points from outside. The hall is on the ground floor and is accessible to all.

On-site car parking for staff and visitor includes one dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being accessible to wheelchair users. There is a disabled toilet which is fitted with a handrail and a pull emergency cord..

The school has internal emergency signage and escape routes are clearly marked.

MANAGEMENT, CO-ORDINATION and IMPLEMENTATION

- ✓ We will consult with experts when new situations regarding pupils with disabilities are experienced.
- ✓ the Governors and Senior Leadership Team will work closely with the Local Authority and other external agencies.

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum (access to the curriculum).

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Target	Strategy	Timescale	Responsibilities	Success Criteria
SHORT TERM TARGETS	To liaise with all infant schools to review potential intake for Sept 2016 July 16 – SENCo, Y3 teachers, head and deputy met with feeder school to discuss SEN, medical conditions, disabilities, current practice, accessibility and aids & equipment. July 17 – SENCo, Y3 teachers, head and deputy met with feeder school to discuss SEN, medical conditions, disabilities, current practice, accessibility and aids & equipment.	To identify pupils who may need additional to or different from provision for Sept 2016 intake	Sept 16	HT SLT Sendco Infant School teachers	Procedures, equipment, resources in place for Sept 2016
	To review all statutory policies to ensure that they reflect inclusive practice and procedure SEND policy reviewed March 17 Medical policy reviewed July 17 SEND report reviewed and up-dates July 17	To comply with the Equality Act 2010	Ongoing 2016 / 2017	HT All subject leaders Governing Body	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents Year 3 new starters meeting June 17 Book look sessions – June 17 Class assemblies – all year round SEND meetings - termly Annual reviews – when required Parents evenings twice a year.	To ensure collaboration and sharing between school and families.	Ongoing throughout 2016 / 2017	HT All Teachers Governing Body	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with on-going health needs. E.g. Children with severe asthma, epilepsy or mobility issues. Established medical coordinator	To ensure collaboration between all key personnel	Ongoing throughout 2016 / 2017	HT Sendco TAs Outside agencies	Clear collaborative working approach

	2 Paediatric first aid trained staff Diabetic training booked for key staff in September 2017				
MEDIUM TERM TARGETS	To review attainment of all SEN Pupils Reviewed termly in-line with school policy, through tracking data, IEP reviews and Raise on Line data. Raise on line report March 2017.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers SENCO	Progress made towards IEP targets Provision mapping shows clear steps and progress made
	To monitor attainment of Able, G & T pupils On-going				
	To promote the involvement of disabled students in classroom discussions / activities To take account of variety of learning styles when teaching VI student – annual review dec 2016 Transition visits June/July 2017 New equipment purchase including new laptop and prodigy for VI child.	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> ▪ Wheelchair access • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	Ongoing	Whole school approach	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.

LONG TERM TARGETS	To evaluate and review the above short and long term targets annually Full review done July 2017 for new academic year.	As above	Annually	SMT, Core curriculum co-ordinators Governors	All children making good progress.
	To deliver findings to the Governing Body Date to be confirmed for Autumn term 2017	Resources Committee meetings	Annually Termly SEN Governor / SENCO meetings	SENCO SMT/SEN Governor	Governors fully informed about SEN provision and progress

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (access to building and site).

	Target	Strategy	Timescale	Responsibilities	Success Criteria
SHORT TERM TARGETS	Improve physical environment of school environment Reviewed in July 2017 after transition meeting – none needed for 17/18 cohort.	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings	Ongoing	SMT	Enabling access needs to be met where possible.
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
	Ensuring all with a disability are able to be involved New student information packs sent out which invites parents to include information about disabilities/SEN needs – June 2017	Create access plans for individual disabled children as part of IEP process <ul style="list-style-type: none"> Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. Include questions in the confidential pupil information 	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.

		questionnaire about parents/carers' access needs and ensure they are met in all events			
	To ensure that the medical needs of all pupils are met fully within the capability of the school. Overseen by SENCo, health and safety team and Medical officer (SS) as and when issues arise and ready for new year 3 children or new starters.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Head Teacher SBM Occupational health	
	Ensuring disabled parents have every opportunity to be involved Can be indicted on data collection sheet and new starters information.	<ul style="list-style-type: none"> Utilise disabled parking spaces for disabled to drop off & collect children Arrange interpreters from the RNID to communicate with deaf parents Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to identifying the access requirements of disabled parents 	With immediate effect to be constantly reviewed	Whole school team SMT	To ensure that disabled parents are not discriminated against and are encouraged to take an interest and be involved in their child's education
Medium Term	To improve community links Stronger links made with local high schools especially Ashgreen feeder school: especially around transition. School fair – guide dogs for the blind had a stall	School to continue to have strong links with schools in Bedworth and the wider community.	Ongoing	SMT All staff	Improved awareness of disabilities /t he wider community of Bedworth and the world and their needs Improved community cohesion

	to promote their work. Assemblies addressing events, fund raising and awareness for local causes and groups.				
Long Term Targets	Continue to develop playgrounds and facilities. Friends of St. Giles Junior school proactive in looking at this.	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas.
	To ensure driveway, roads, paths around school are as safe as possible. APP messages sent out regularly to parents from school.	Communication with parents via safety messages /letters/walk to school week Bikeability for Year 6 children	Ongoing	PSHE Co-ordinator SMT	No accidents
	To maintain accreditation of Enhanced Healthy Schools award	Continue to work towards Healthy Schools and Eco schools targets	2016 / 2017	PSHE/Healthy School Co-ordinator Whole school approach	Achievement of award

Aim 3: To improve the delivery of information to disabled pupils and parents (access to information)

	Target	Strategy	Timescale	Responsibilities	Success Criteria
Short Term Actions	<p>To ensure all children with ASD have access to the curriculum</p> <p>ASD awareness training to core staff in July 2016 all other staff receiving ASD training in October 2017.</p> <p>IDS specialist teacher bought in by school to aid systems including reducing anxiety and attendance.</p>	<p>Regular parental communication</p> <p>Individualised multi-sensory teaching strategies used for ASD children.</p>	Ongoing	All staff to be aware	ASD children able to access curriculum
Medium Term Actions	<p>To enable improved access to written information for pupils, parents and visitors.</p> <p>WIGIT on-line has just been purchased to aid communication for SEN pupils, parents and EAL.</p> <p>FONT screening test done for VI child and Prodigy bought for VI child.</p>	<p>Investigate symbol software to support learners with reading difficulties.</p> <ul style="list-style-type: none"> • Raising awareness of font size and page layouts will support pupils with visual impairments. • Auditing the school library to ensure the availability of large font and easy read texts will improve access. • Auditing signage around the school to ensure that is accessible to all is a valuable exercise. 	Ongoing	English Curriculum Lead	School Library used by all

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Long Term Actions</p>	<p>To review children's records ensuring school's awareness of any disabilities Transition meetings July 2017.</p> <p>Annual reviews and IEPs include parents and teachers.</p> <p>Data Collection and medical forms up-date in first part of the autumn term.</p> <p>Children with significant needs have one-page profiles and children with significant medical needs have information displayed in medical room.</p>	<p>Information collected about new children.</p> <ul style="list-style-type: none"> • Records passed up to each class teacher. • End of year class teacher meetings • Annual reviews • IEP meetings • Medical forms updated annually for all children • Personal health plans • Significant health problems – children's photos displayed on staffroom notice board / info kept in separate file in staffroom 	<p>Annually</p>	<p>Class teachers SNA's Outside agencies</p> <p>SMT Office staff</p>	<p>Each teacher / staff member aware of disabilities of children in their classes</p>
	<p>In school record system to be reviewed and improved where necessary. (Records on Sims/ network)</p> <p>Currently under review by health and safety officer – July 2017</p>	<p>Record keeping system to be reviewed.</p>	<p>Continual review and improvement</p>	<p>Continual review and improvement</p>	<p>Effective communication of information about disabilities throughout school.</p>

First Reviewed – July 2017