



St. Giles Junior School

Accessibility Plan

St. Giles Junior School

Adopted by the Governing Board:

Signed: _____ Chair of Governors

_____ Head Teacher

Date: 15.09.2020

Date of Next Review: September 2023

INTRODUCTION

Under the Equality Act 2010 schools are required to have an Accessibility Plan. The purpose of the plan is to;

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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 Governing Board.

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 may also be 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 Accessibility Plan will be published on the school website.

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.

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 when needed.

LEGISLATION AND GUIDANCE

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities. It also states under the Equality Act 2010, 'schools and local authorities have an obligation to provide "auxiliary aids and services" as part of the duty to make reasonable adjustments and ensure **access** to education for those with a **disability**'.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

School: St Giles Junior School		Accessibility Plan			Date: 15.09.2020
Areas for Improvement	Action to take	Resources	Responsibility	Timescale	Monitoring
Access to and participation within the curriculum					
Subject Leads to have a knowledge of current pupils with disabilities; to support the monitoring/accessibility of teaching approaches and resources for their subjects for these specified groups	SEN lead to include a target related to improving the accessibility off the curriculum for students with disabilities*. *in particular: SpLD, physical (including visual and hearing impairments), sensory, SLCN, ASD, MLD, SEMH (not exhaustive) and to ensure liaise with subject leads to provide adequate/specialist resources where needed. To also support class teachers with adaptations to resources, planning and the curriculum	Resources to deliver improvements may be needed such as SENSORY: sensory toys, ear defender, breaks and other adaptations as described by medical/Specialist educational practitioners SpLD: precision teaching, specialised learning equipment, dyslexia friendly books, coloured overlay as described in specialist reports PHYSICAL: adaptations that need to be made will be guided by professional guidance and parent advice through consultation. Visual and hearing impairments – to work with external agencies to ensure a suitable environment such as – talking technology, visualisers, high -vis	SENCO and subject leads	Audit resources at end of academic year ready for new in-take and when new children arrive.	SENCO Subject leads SLT

		<p>lines for changes in levels, handrails etc as guided by specialist reports.</p> <p>ASD/ADHD: reasonable adjustment may include visual, sensory and learning breaks, specific programmes such as idioms, cue cards etc as guided by professionals in their reports.</p> <p>MLD: Access to extra learning support, visual and concrete aids, pre-teaching, precision teaching etc as guided by specialist teachers</p> <p>SEMH: access to support either in school or externally with parent consultation and with regard to specialist guidance and recommendations.</p>			
Develop a rolling programme of CPD in high incidence needs to improve quality of teaching for children with disabilities	Audit staff knowledge Make sure transition/new to school starters have information given so that appropriate training can be put in place prior to their start date where possible	Funding to access appropriate training Access to specialists	Office for new starters SENCo/CT for new starters	Audit for new academic year and rolling programme for new starters	SLT & Subject leader monitoring (including parent and pupil voice activities) shows children with disabilities fully accessing the curriculum and making good

					progress
Develop transition arrangements between year groups to ensure teaching and support staff are fully aware of children's needs prior to new year start.	Develop improvements to transition documentation and transition meetings e.g. Pupil Passports, IEP and parent meetings	Time for meetings to occur and any issues that need following up.	C/T SENCO	Review of transition arrangements with the feeder schools	Staff report that they have clarity over the specific needs of children with disabilities and the approaches to adapting teaching they need make to ensure full access, participation and achievement.
Ensure accessibility of marking and feedback to children with disabilities	Consider inclusivity and accessibility of marking and feedback on children with SEND when reviewing the policy. Visually impaired has verbal feedback, hearing impaired have quality verbal and written feedback.	Feedback policy review date	C/T DH	On-going	New policy is fully inclusive and SLT & Subject leader monitoring (including pupil voice activities) shows children with disabilities respond well to feedback.
Develop the self-advocacy skills of children's with disabilities	Develop skills of self-advocacy through use of resources such as Pupil Passports. Pupil voice through curriculum and SEND questionnaire and forums. For more vulnerable children to access external agencies for transition periods e.g. mentor link.	Time	DH SENCo	Monitoring Pupil voice Training on advocacy if needed	Children with disabilities know themselves well, know how to communicate their needs and know how to take action on their own behalf to solve problems via pupil voice

	Encourage parents to join the Friends of St. Giles to support the school and be a voice for their community and people with disabilities.				
Increase student participation in school activities	Develop a programme of activities that are inclusive of needs and disabilities. Audit activities whereby reasonable adjustments can be made. Look at extra-curricular or local school for hosting events Audit staff availability/flexibility to support extra/additional activities	Contingency budget for resources/staffing Risk assessments for student or activity	School office SENCO SLT	Audit at the beginning of the year so that reasonable adjustment/resolutions can be found	SLT
To promote positive attitudes to disability	Review PSHE curriculum Review assembly programme Involve charities and local organisations Highlight achievement of pupils with disabilities PE lessons now include one unit a year based on a Paralympic sport	Budget for resources for P4C, PE and PSHE	PSHE lead/DH/P4C lead	Audit LTP for PSHE and look at local Charities and organisations Refresh assembly programme termly for coverage and current/school related issues.	SLT
Access to the Physical Environment					
Escape routes, signages and PEEPs	Ensure that all escape routes are accessible and reviewed regularly. To ensure all sign are	Time to undertake checks PEEPs are written at the beginning of the	SP & ND SP & BD	At the beginning of each academic year	Health and Safety led and Governor

	<p>intact, at the correct height and can be understood by all persons</p> <p>That PEEPs are written for all relevant parties and personal.</p>	<p>academic year and are reviewed when changes occur or when needed.</p>			
Availability of accessible information					
<p>Improve the number of parents accessing the school web site and related documents such as Groupcall</p>	<p>Identify the number of parents currently signed up to receive email via groupcall and how many of these regularly access it.</p> <p>Welcome packs of new Year 3 students to receive information about Groupcall and forms to complete before their children start.</p> <p>Make the school web site and Warwickshire Local Offer accessible to parents without internet access at home in the school reception area</p>	<p>Time for RH to find out no. of parents accessing emails via groupcall</p> <p>Welcome packs of new year 3 intake to be sent out in a timely manner (mid-June)</p> <p>Audit of Parents accessibility to internet/broadband and IT equipment such as tablets, laptops and ipads</p> <p>To use the parent boards (external and internal to feed relevant information about the Local offer) – Letters to go home with children whose parents cannot access groupcall.</p>	SP & RH	<p>To be carried out on a rolling programme each year.</p>	<p>Monitoring of sign up to the web site. Aim for 95% up take.</p> <p>Information available in school Reception area.</p>
<p>Develop the use of IT (hardware, software and Apps) to improve the accessibility of</p>	<p>Investigate examples of good practice and latest research in use of technology to support</p>	<p>Time to research Resources to develop practice may be needed and considered over</p>	AL & CS	<p>ASAP and review over time as circumstances and resources change/develop and</p>	<p>SLT and subject leader monitoring shows that improvements in use of IT for children with</p>

<p>information and participation in the curriculum in and out of school (blended learning)</p>	<p>children with disabilities to access learning and improve participation and achievement with a view to developing practice and resources in this area in school. Sound and communication – to be looked into for children who need adaptations such as using live captions, supplying noise cancelling headphones, larger fonts on documents shared and other adaptations as recommended by professionals for personalisation.</p>	<p>time.</p>		<p>need resourcing.</p>	<p>disabilities ensures greater access, participation and achievement in the curriculum.</p>
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