



**St. Giles Junior School**  
**Accessibility Plan**  
**2016 - 2019**

Adopted by the Governing Body:

**Signed:** \_\_\_\_\_ Chair of Governors

\_\_\_\_\_ Head Teacher

**Date:** March 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.

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.

|                            | <b>Target</b>  | <b>Strategy</b>  | <b>Timescale</b>               | <b>Responsibilities</b>                       | <b>Success Criteria</b>  |
|----------------------------|--|--|--------------------------------|---|--|
| <b>SHORT TERM TARGETS</b>  | To liaise with all infant schools to review potential intake for Sept 2016   | To identify pupils who may need additional to or different from provision for Sept 2016 intake   | Sept 16                        | HT<br>SLT<br>Sendco<br>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  | To comply with the Equality Act 2010   | Ongoing 2016 / 2017            | HT<br>All subject leaders<br>Governing Body   | All policies clearly reflect inclusive practice and procedure                                      |
|                            | To establish close liaison with parents  | To ensure collaboration and sharing between school and families.   | Ongoing throughout 2016 / 2017 | HT<br>All Teachers<br>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. | To ensure collaboration between all key personnel  | Ongoing throughout 2016 / 2017 | HT<br>Sendco<br>TAs<br>Outside agencies       | Clear collaborative working approach   |
|                            | To review attainment of all SEN Pupils   | SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system<br>Regular liaison with parents  | Termly                         | Class teachers<br>SENCO                       | Progress made towards IEP targets<br>Provision mapping shows clear steps and progress made         |
| <b>MEDIUM TERM TARGETS</b> | To monitor attainment of Able, G & T pupils  |  |                                |   |  |
|                            | To promote the involvement of disabled students in classroom discussions / activities  | Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)<br><br>§ Wheelchair access<br>● Screen magnifier | Ongoing                        | Whole school approach                         | Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. |

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|                          | To take account of variety of learning styles when teaching           | <p>software for the visually impaired</p> <ul style="list-style-type: none"> <li>• Features such as sticky keys and filter keys to aid disabled users in using a keyboard</li> <li>• Giving alternatives to enable disabled pupils to participate successfully in lessons</li> <li>• Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</li> </ul> |   |   | Ensuring that the needs of all disabled pupils, parents and staff are represented within the school. |
| <b>LONG TERM TARGETS</b> | To evaluate and review the above short and long term targets annually | As above  | Annually  | SMT, Core curriculum co-ordinators<br>Governors | All children making good progress.   |
|                          | To deliver findings to the Governing Body                             | Resources Committee meetings  | Annually<br>Termly SEN Governor /<br>SENCO meetings | SENCO<br>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.**

|                           | <b>Target</b>   | <b>Strategy</b>   | <b>Timescale</b>                                 | <b>Responsibilities</b>                    | <b>Success Criteria</b>  |
|---------------------------|---|---|--|--|--|
| <b>SHORT TERM TARGETS</b> | Improve physical environment of school environment  | 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  | Create access plans for individual disabled children as part of IEP process <ul style="list-style-type: none"> <li>• Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.</li> <li>• Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events</li> </ul> | With immediate effect, to be constantly reviewed | Teaching and non-teaching staff            | Enabling needs to be met where possible.   |
|                           | To ensure that the medical needs of all pupils are met fully within the capability of the school. | 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<br>SBM<br>Occupational health | Stronger links between parents and school are forged and confidence is strengthened for all parties. |

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|                    | Ensuring disabled parents have every opportunity to be involved   | <ul style="list-style-type: none"> <li>Utilise disabled parking spaces for disabled to drop off &amp; collect children</li> <li>Arrange interpreters from the RNID to communicate with deaf parents</li> <li>Offer a telephone call to explain letters home for some parents who need this</li> <li>Adopt a more proactive approach to identifying the access requirements of disabled parents</li> </ul> | With immediate effect to be constantly reviewed | Whole school team<br>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 |
| <b>Medium Term</b> | To improve community links  | School to continue to have strong links with schools in Bedworth and the wider community.   | Ongoing   | SMT<br>All staff                                   | Improved awareness of disabilities / the wider community of Bedworth and the world and their needs<br><br>Improved community cohesion           |
|                    | Review assembly programme to include a focus of difference / same theme                                 | Ensure assembly programmes are varied and stretching, raising children's awareness of the differences and similarities in people, culture and environment.  | Ongoing   | SMT<br>All staff<br>Local Vicar                    | Children have a greater understanding of the world around them and an awareness of the differences in our communities.                          |
|                    | Include regular items for the school newsletter highlighting achievements of children with disabilities | Liaise with relevant staff for good news, success stories and celebration items to regularly feature in the school newsletter, school app and website   | Ongoing   | All staff<br>SMT<br>Children<br>Parents            | To regularly have good news stories shared between school and home which boosts children's confidence and self esteem                           |
|                    | Invite and involve local disability groups to visit and take part in school assembly                    | Improve links between disability groups and the wider community   | Ongoing   | SMT<br>All staff<br>Local Vicar<br>Student Council | Improved community cohesion and an improved awareness, understanding and collaboration.   |

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|                          | Review PSHE Curriculum  | <ul style="list-style-type: none"> <li>• Liaise with Key staff to ensure a variety of topics are covered throughout the year.</li> <li>• Ensure topics are appropriate to individual year groups and are current.</li> </ul> | Ongoing     | SMT Teaching and non teaching staff                       | PSHE Curriculum is varied, challenging and appropriate to all children. |
| <b>Long Term Targets</b> | Continue to develop playgrounds and facilities.                         | 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. | Communication with parents via safety messages /letters/walk to school week<br>Bikeability for Year 6 children   | Ongoing     | PSHE Co-ordinator<br>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<br>Whole school approach | Achievement of award  |

**Aim 3: To improve the delivery of information to disabled pupils and parents**

|                     | <b>Target</b>  | <b>Strategy</b>  | <b>Timescale</b> | <b>Responsibilities</b> | <b>Success Criteria</b>                |
|---------------------|--|--|------------------|-------------------------|--|
| Short Term Actions  | To ensure all children with ASD have access to the curriculum                      | Regular parental communication<br>Individualised multi-sensory teaching strategies used for ASD children.  | Ongoing          | All staff to be aware   | ASD children able to access curriculum |
| Medium Term Actions | To enable improved access to written information for pupils, parents and visitors. | Investigate symbol software to support learners with reading difficulties. <ul style="list-style-type: none"> <li>Raising awareness of font size and page layouts will support pupils with visual impairments.</li> <li>Auditing the school library to ensure the availability of large font and easy read texts will improve access.</li> <li>Auditing signage around the school to ensure that is accessible to all is a valuable exercise.</li> </ul> | Ongoing          | English Curriculum Lead | School Library used by all             |

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| Long Term Actions | To review children's records ensuring school's awareness of any disabilities                    | <p>Information collected about new children.</p> <ul style="list-style-type: none"> <li>• Records passed up to each class teacher.</li> <li>• End of year class teacher meetings</li> <li>• Annual reviews</li> <li>• IEP meetings</li> <li>• Medical forms updated annually for all children</li> <li>• Personal health plans</li> <li>• Significant health problems – children's photos displayed on staffroom notice board / info kept in separate file in staffroom</li> </ul> | Annually                         | <p>Class teachers<br/>SNAs<br/>Outside agencies<br/>SMT<br/>Office staff</p> | Each teacher / staff member aware of disabilities of children in their classes |
|                   | In school record system to be reviewed and improved where necessary. (Records on Sims/ network) | Record keeping system to be reviewed.  | Continual review and improvement | Continual review and improvement   | Effective communication of information about disabilities throughout school.   |