

Hothfield Junior School Accessibility Plan 2016-2019

Plan agreed: November 2016

Plan Review: Annually

Lead member of staff: Mr James Procter - Headteacher

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Proprietor/Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Hothfield Junior School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage.

The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.

The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

Contextual Information

The whole of the school building and the majority of the outdoor area is accessible for a child/adult in a wheelchair. The new part of the building has a lift, as an alternative to steps, which is specifically designed for wheel chair use

The Current Range of Disabilities within Hothfield Junior School.

The school has children with a limited range of disabilities which include Autistic Spectrum Disorder and cerebral palsy. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a few children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

Some children have allergies or food intolerances/cultural food choices.

All medical information is collated and available to staff, on the staff noticeboard, the head teachers' office board and each classroom.

We have competent First Aiders who hold current First Aid certificates.

All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act **2001**
- The **SEN Revised Code of Practice 2002**
- The **Disability Discrimination Act (amended for school 2001)**
- Code of Practice for Schools (Disability Rights Commission)
- ISI inspection

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- **SENCO**
- **Headteacher**
- **Business Manager**

Hothfield Junior School Accessibility Plan 2015-2017

Targets	Strategies	Outcome	Timeframe	Achieved
EQUALITY AND INCLUSION				
To ensure that the accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Adherence to legislation		
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	On-going.	
To ensure that all policies consider the implications of disability access	Consider during review of policies.	. Policies reflect current legislation.	On-going.	
PHYSICAL AREA				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access	On-going.	
	Review emergency evacuation procedures for disabled pupils/staff and visitors.	Fire evacuation procedures adjusted and reviewed to accommodate the needs of disabled pupils, staff and visitors	On-going	
	As Extended Sch's agenda expands, review access for disability.		On-going	
CURRICULUM				
Increase, over time, access to the curriculum	Ensure every learner has access to the curriculum,	Adjusted planning & resources to meet needs of	Annual	

for pupils with a disability	and wider curriculum within & outside of school hours.	changing cycle of learners. Completed Risk Assessments against relevant needs & visits		
	2. Monitor usage of equipment / aids to reflect provision for all learners.	Coordinators record of audit of resources / aids SENCO review & report of needs access	On-going	
	3. Add to current resources as and where necessary to meet needs of learners	Coordinators record of audit of resources / aids SENCO review & report of needs access	On-going	
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCo to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum	On-going	
To ensure that all children are able to access all out-of school activities. eg. clubs, trips, residential visits etc...	Review of out of school provision to ensure compliance with legislation	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met	On-going.	
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc	Children will develop independent learning skills.	Reviewed termly by SENCo.	
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.	

	applied for as needed.			
WRITTEN/OTHER INFORMATION				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed	
	Regular contact with parents to monitor and update provision for pupils, parents & visitors	Questionnaire to parents contains space for comment on accessibility & access to communication (whether written or curricular)	Annual	
	Research potential improved information systems via Parent Mail & VLE etc	Appropriate arrangements for improved communication via email (Parent Mail	On-going	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	March and October	