Rokesly Junior School Accessibility Plan

2022 - 2025

Date ratified and adopted February 2022

1. Introduction/Context

1.1 The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995) and the SEND Code of Practice of September 2015. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

    a)   *To increase the extent to which disabled pupils can participate in the school's curriculum.*

    b)   *To improve the physical environment of the school to ensure disabled pupils are able to take advantage of education and other benefits, facilities or services provided or offered by the school.*

    c)   *To improve the delivery of information to disabled pupils, so information is as available as it is for pupils who are not disabled.*

2. Purpose/Aims

2.1 The school's diverse and inclusive community will be a centre of excellence in learning, where all pupils, including those with disabilities, are supported and challenged to fulfil high ambitions.

2.2 All pupils will have access to high quality teaching and will develop the skills and resilience to meet the demands of working, family and community life. Pupils will demonstrate the empathy and confidence to work with others to achieve a successful future.

2.3 To ensure all disabled pupils are fully involved in school life and are making at least expected progress.

2.4 To identify barriers to participation and find practical solutions to overcoming these.

2.5 To work collaboratively with disabled pupils and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.

2.6 To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled pupils.

2.7 To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled pupils.

3. Definitions

3.1 Definition of Disability (Equality Act 2010)

"A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities."

3.2 Definition of Special Educational Needs (SEND Code of Practice September 2015)

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

a) has a significantly greater difficulty in learning than the majority of others of the same age, or
b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include pupils with medical needs.

4. The Accessibility Plan

4.1 This plan summarises our development priorities in the three areas specified by the Equality Act (see context above). The school is also committed to making reasonable adjustments for individual pupils to ensure all pupils are able to be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

a) Increase the extent to which disabled pupils can participate in the school's curriculum

4.2 Pupils with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents. Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult the pupil and parents about proposed flexible arrangements.

4.3 The school curriculum is regularly reviewed to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

4.4 Our Special Educational Needs Policy, Local Offer and SEN Report outline the provision the school already has in place to support pupils with special educational needs and disabilities (SEND). This includes:
a) Identification of SEND at a very early stage through meticulous liaison with appropriate feeder schools such as nursery schools, primary schools or secondary schools, supported by individual provision maps and the SEND register.
b) Keeping staff fully informed of the special educational needs/disability of any pupil in their charge, including sharing progress reports, medical reports and pupil/parent feedback.
c) Listening to pupils' and parents'/carers' views and taking them into account in all aspects of school life.
d) Awareness raising programmes for all pupils about the range of disabilities in the school, in particular creating a very supportive base for each disabled pupil.
e) Regular training opportunities for staff on SEND and appropriate teaching and learning strategies.
f) Increasingly specialised in-class support or guidance from trained TAs (Teaching Assistants) and Additional Educational Needs Teachers (AEN Teachers).
g) Specific specialist intervention to build skills (particularly for literacy and numeracy) in small groups and/or adapted timetables.
h) Specialist advice from other professionals (e.g., Speech and Language Therapist, School Nurse, Occupational Therapist, hearing impaired service, physiotherapist etc) on how to adapt the curriculum and teaching strategies for individuals.
i) Special access arrangements for internal and external exams.

j) Specific target setting and monitoring to ensure all pupils with SEND make at least expected progress and accelerated progress in intervention groups.
k) Ready access for parents to staff, with partnerships supported by planned structured conversations and ongoing home-school liaison.
l) A structured and dedicated transition programme for vulnerable pupils
m) Specialist advice and guidance to support transition
n) Training for all staff from specialist autism provision staff on teaching and learning strategies for pupils with autism.

Further development

4.5 The School Improvement Plan sets out additional development priorities in this area. These include:

a) Creating an inspiring curriculum model which meets the needs of all pupils.
b) Conducting annual curriculum reviews.
c) Effective deployment of additional adults
d) Early identification of additional needs

b) The school environment already incorporates many features to ensure accessibility to pupils with disabilities.

4.6 These include:

a) Access to a lift
b) Ramps
c) A disabled toilet
d) Features that improve acoustics
e) Customised furniture and/or equipment
f) Specialist resources, including digital technologies

4.7 In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual pupils' needs are met. Similar attention is given to how pupils' needs can be met on school journeys and visits.

Further development

4.8 The school carries out an accessibility audit every three years in advance of reviewing this policy. The last audit was undertaken by EA Audits Ltd.

4.9 The school is also committed to ensuring full accessibility in any future new build however, in the meantime access to the site improved and constantly under review in addition, ongoing Improvements to all facilities is made.

Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

4.10 Teachers and TAs consider the needs of each pupil with SEND and provide accessible learning resources for them. The use of Interactive Whiteboards and other digital technologies have diversified the ways in which information is presented to all pupils.

4.11   In addition, the school makes the following available as appropriate:
   a)   Adapted resources with particular attention to reading age, plain English, images and layout.
   b)   Laptops and other digital technologies.
   c)   Coloured overlays for text.
   d)   Tactile resources.
   e)   Readers and/or scribes in exams, where appropriate

Further development

4.12 The following opportunities to improve further will be explored:
   a)   Opportunities provided by digital technologies.
   b)   Regular clear and relevant information to parents in home language if required.

5. Responsibilities

5.1 All staff are responsible for removing barriers to learning for pupils with disabilities.

5.2 All leaders are responsible for improving accessibility within their area of responsibility.

5.3 The Governing Body is responsible for the approval of this plan.

5.4 The Head teacher is responsible for ensuring the resourcing, implementation and updating of this plan.

5.5 The SENDCO is responsible for ensuring that all current pupils' needs are covered by this plan and for monitoring the effectiveness of the plan in meeting the needs of pupils' with a disability.

Monitoring and Evaluation

5.6 The Governors' premises committee shall be responsible for the monitoring and evaluation of improvements to the school site.

5.7 The physical aspects of the school are kept under review by the headteacher, school business manager, site manager and the governors' premises committee. The headteacher, business manager and site manager regularly inspect the site making any decision about refurbishment, improvement or redecoration.

The Headteacher will report to the committee on a regular basis. and the SMT will be responsible for monitoring the provision for the curriculum.

6. Review

6.1 This Accessibility Plan has the status of a policy of the Governing Body and is reviewed every 3 years.

ROKESLY JUNIOR SCHOOL - ACCESSIBILITY PLAN - STRAND 1 Increase the extent to which disabled pupils can participate in the school curriculum					
Target	Strategy	Monitored by	Success Criteria	Funding Implications	Time scale
To ensure **all** children make the best possible progress from starting points	• Children will be tracked and monitored as they progress through the school, using sensitive appropriate materials. • Groups will be identified for ethnicity, disability, gender etc. • Targeted support.-Parent volunteers, teaching assistants, booster groups, SEN teaching.	Assessme nt co– Ordinator Teachers TAc SENDCO HT	All children will make measurable progress against their starting points	Non-contact time	Ongoing
Teachers and TA's are equipped to teach pupils with a range of disabilities.	• Arrange SEND audit to ascertain starting points and then identify areas to be targeted as priority • Identify training as appropriate for teachers and TAs, eg visual impairment, hearing, autism, speech language and communication. • Regular training in relation to special educational needs and disabilities incorporated into the CPD programme.	SENDCO HT Performance management reviewers SLT	Teachers are confident in meeting the needs of a variety of disabilities and in implementing suitable Strategies which is then reflected in the quality of teaching.	Cost to commission a review Inset budget Supply costs	Ongoing
To ensure that each classroom is set up to allow children with specific disabilities such as hearing loss or visual impairment to access the curriculum	• Ensure teachers have a checklist of strategies/classroom arrangements to support disabled pupils. • Ensure all teachers are aware of any child with special needs in their class and make the necessary adjustments. eg alter seating arrangements/provide individual task instructions/enlarged text etc. • Ensure equipment such as whiteboards,	SENDCO Class teachers HT	Children with SEN/disabilit ies will have better access to the curriculum	IT costs (capital money) All other necessa ry resourc	Ongoing

	multi-media projectors for enlarging text etc.are available. • Identify appropriate media to support children's learning ie: IT software. • Take account of children with ASD when allocating instruments for WCIT(eg not allocating the class to wind instruments) ear plugs/alternative arrangements etc	Governors		es	

Children with SEN/disablities make good progress from their starting points	• Children are identified early and IEPs set up with teachers and the SENCO. • Effective transfer arrangements are made through liaison between Infant and Junior School SENDCO and Secondary and Junior SENDCOs. • TA's are trained in appropriate intervention strategies i.e phonics • Parent volunteers are given training in support strategies where appropriate. • Teachers are conversant with assessment steps	SENDCO Class teachers TAs	Pupils make measurable progress against individual targets.	Training costs Supply costs Interventi on Schemes	Ongoing
To access available support for children on the autistic spectrum.	• New staff to receive relevant training and support from the SENDCO and teachers with experience of teaching children with ASD • Support materials are made centrally available. • Communication in print on computer and easily accessed.	SENDo Class teachers	Children will make progress appropriate to their needs.	Training budget Supply costs	Ongoing
All parents are aware of school events and have access to school information.	• Clear headings with key information on all school letters • Provide interpreters for parent consultations and curriculum evenings where necessary and appropriate • To follow up with personal contact if no response is received from letters. • Parents contacted by text message. • Family support workers/parental support	SENDCo Head teacher Admin staff Class teachers	All parents are aware of and attend school events eg parents' evening, concerts etc and all children are able to go on planned educational visits	Translation costs Interpreters	Ongoing

	workers/SENDCO available to support parents in completing secondary transfer forms.				

ROKESLY JUNIOR SCHOOL - ACCESSIBILITY PLAN - STRAND 2 Improve the School's physical environment					
Target	**Strategy**	**Delivery by**	**Success Criteria**	**Funding Implications**	**Time scale**
To ensure the safety of pupils and staff .	• Ensure the school continues to be secure and can only be accessed via the main entrance during the school day • Mark propped open doors with well contrasting markings along their narrow edges. • Label glass doors with posters or decorative designs. • To devise clear and well identified routes to the fire assembly points.	Office staff Site manager	Opportunities for pupils to leave without permission during the school day are minimized Children and adults in school will be able to identify fire exits and leave the building quickly and safely.	Site surveys and fire signs	
School facilities are suitable for all users	Existing disabled toilet - Fit alarm and once fitted, ensure cord is left to hang freely Install a disabled toilet nearer to the main entrance so that visitors to the school are able to access the toilet more easily.	Site manager SBM Site manager SBM LA	Disabled toilets in the school are easily accessible for all members of the school community	Cost of installing an alarm cord Capital project costs (currently saving)	September 2022 September 2024
Improve communication between visitors to the school reception staff and the reception staff	Install a portable hearing loop and clearly display the sign. 	Site Manager HT SENDCo Office Staff	Verbal communication between the office staff and visitors to reception will be a lot clearer	Cost of installing the loop.	September 2022

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Improve ease of access to the school site	Provide signage next to the intercom. For example: 	Site manager HT SBM	Visitors to the school are clear about how to access the school site	Signage to be agreed upon and ordered	September 2022
Ease of access via external areas improved	Install further handrails to outside steps where there are more than 3 risings and where needed. All steps with 3 or more risings should have handrails fitted on both sides.	Site Manager SBM HT	Access via external areas of the school improved	Repairs and maintenance budget	September 2022
	Ensure that all outside steps have nosings. Nosings should be 2-inch strips which are painted or attached to the front and top of each step. Usually, yellow is used as it is a good contrasting colour. Re paint at the first sign of wear. Install further handrails to the ramps where there is only one in place.	Site Manager SBM HT			
Adequate toilet facilities for disabled pupils.	Install an alarm and fit a repeater beacon outside the door. Arrange training for selected staff in how to respond to an activation of the emergency beacon in case of an emergency.	Site Manager SBM HT	Alarm installed in the existing disabled toilet	Capital funding	September 2023

All door handles are easy to use	Change non-compliant door handles to the D style of handle: :	Site Manager HT	All door handles are compliant	Resources budget	April 2022
Furniture and Teaching Equipment	Provide at least 1 high backed chair in the staff room.	SBM HT	High backed chair available in the staff room	General resources budget	April 2022

ROKESLY JUNIOR SCHOOL - ACCESSIBILITY PLAN - STRAND 3 Improve the delivery of information to disabled pupils					
Target	Strategy	Delivery by	Success Criteria	Funding Implications	Time scale
To ensure different learning profiles are considered when planning	• Staff to be trained in use of appropriate teaching strategies ie: visual timetables learning preferences.	Autism team SENDCo	There is a continuing review of teaching methods according to the needs of all children, and all children will have every opportunity to access the full curriculum.	Inset Supply costs	Ongoing
To improve the teaching environment to meet the needs of disabled pupils.	• Seating arrangements to suit differing needs eg sight, hearing. concentration. • Black print on yellow background for text on IWB. • Worksheets printed on coloured paper. • Provide different ways of recording. • Word banks on the table.	Headteacher Govern ors Teacher s SENDC o Site Manager	The teaching environment will meet the needs of disabled pupils.	Capital money	Ongoing