

Rokesly Junior School Rokesly Junior School Accessibility Plan



2018 - 2021

Policy Statement 2018-2021

Rokesly Junior School is fully committed to the twin principles of equality and inclusion not only in the provision of a broad and balanced curriculum but also providing physical access to all persons irrespective of their physical ability.

We acknowledge that 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. (Equality Act 2010)

Rokesly 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.

Rokesly Junior School has adopted this accessibility plan in line with the school's special educational needs and disability policy with the aim to ensure that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and are appropriately challenged. This plan is created in response to the recommendations made in our school's last access audit which took place in November 2017

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.

It is the aim of the School to ensure that all resources and SEND provision are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND
- making use of all class facilities and space
- using in-class provision and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- any decision to provide group teaching outside the classroom will involve the SENDCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- listening to pupils' views and taking them into account in all aspects of school life.

Monitoring and Evaluation

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

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 reach their full potential.	<ul style="list-style-type: none"> Children will be tracked and monitored as they progress through the school, using sensitive appropriate materials eg: p scales, formal assessment data, and teacher assessment, pupil progress review meetings. Groups will be identified for ethnicity, disability, gender etc. Targeted support.-Parent volunteers, teaching assistants, booster groups, SEN teaching. 	Assessment co-ordinator SENCO Headteacher	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.	<ul style="list-style-type: none"> Identify training as appropriate for teachers and TAs, eg visual impairment, hearing, autism, speech language and communication. 	SENCO Head teacher Performance management reviewers	Teachers are confident in meeting the needs of a variety of disabilities and in implementing suitable strategies.	Inset budget Supply costs	Ongoing

<p>To ensure that each classroom is set up to allow children with disabilities such as hearing loss or visual impairment to access the curriculum</p>	<ul style="list-style-type: none"> • 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, 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. 	<p>SENCO Class teachers Headteacher Governors</p>	<p>Children with SEN/disabilities will have better access to the curriculum</p>	<p>IT costs (capital money) All other necessary resources</p>	<p>Ongoing</p>
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<p>Children with SEN/disabilities make good progress from their starting points</p>	<ul style="list-style-type: none"> • 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 such as Wave 3 Maths, RML phonics and other appropriate techniques. • Parent volunteers are given training in support strategies where appropriate. • Teachers are conversant with assessment steps 	<p>SENDCO</p> <p>Class teachers</p> <p>TAs</p>	<p>Pupils make measurable progress against individual targets.</p>	<p>Training costs</p> <p>Supply costs</p> <p>Intervention Schemes</p>	<p>Ongoing</p>
<p>To access available support for children on the autistic spectrum.</p>	<ul style="list-style-type: none"> • New staff to receive relevant training and support from the SENCO and teachers with experience of teaching autistic children. • Support materials are made centrally available. • Communication in print on computer and easily accessed. 	<p>Senco</p> <p>Class teachers</p>	<p>Children will make progress appropriate to their needs.</p>	<p>Training budget</p> <p>Supply costs</p>	<p>Ongoing</p>
<p>All parents are aware of school events and have access to school information.</p>	<ul style="list-style-type: none"> • To produce school information ie: prospectus in community languages. • 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. • Make special, arrangements for blind and partially sighted parents to access school information eg taped information. • Parents contacted by text message. • Family support workers/parental support workers/SENDCO available to support parents in completing secondary transfer forms. 	<p>SenCo</p> <p>Head teacher</p> <p>Admin staff</p> <p>Class teachers</p>	<p>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</p>	<p>Translation costs</p> <p>Interpreters</p> <p>Printing costs</p>	<p>Ongoing</p>

ROKESLY JUNIOR SCHOOL - ACCESSIBILITY PLAN - STRAND 2
Improve the School's physical environment

Target	Strategy	Delivery by	Success Criteria	Funding Implications	Time scale
To improve the access of pupils, parents/carers, staff and visitors to our school.	<ul style="list-style-type: none"> • Renew markings on stairs to lower part of the school. • Ensure access to lower part of the school by placing ramp at both entrances. • Clear Widgit signs around the school. 	Head teacher Admin staff LA Site manager	Those with sight impairments and wheelchair users will have access to the whole school where financially possible	Access Grant or Capital funding	Ongoing
To ensure the safety of pupils and staff .	<ul style="list-style-type: none"> • 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. • Update Fire Evacuation Plan . • 	Admin 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	
Ensure all areas of the school are accessible to all pupils	<ul style="list-style-type: none"> • Hall - Consider installing Hearing enhancement system. Refurbish the hall – poor lighting, poor acoustics and the floor requires maintenance. 	Site Manager Head teacher SENDco	Equipment will be made available to pupils as needed	Grantor capital funding Saving some money in the school budget	

School facilities are suitable for all users	<ul style="list-style-type: none">• Accessible Toilet Fit alarm, coat hook, mirror and, once fitted, ensure cord is left to hang freely• Provide high backed chair with arms.				
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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 continue to develop the range of teaching styles to reach all pupils.	<ul style="list-style-type: none"> Staff to be trained in use of appropriate teaching strategies ie: visual timetables- Widgit, Writing with Symbols/ Communicate in Print, use different teaching strategies to suit different 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.	<ul style="list-style-type: none"> Blinds or blackout curtains where needed. Regular servicing of projectors Seating arrangements to suit differing needs eg sight, hearing. concentration. Improved acoustics in the round hall. 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 Governors Teachers SENDCo Site Manager	The teaching environment will meet the needs of disabled pupils.	Blinds Capital money	Ongoing