



Accessibility Plan

November 2016-November 2019

Introduction

At Sitwell Junior School our Sitwell 7 values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same 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 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 section 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Sitwell 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 school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Sitwell 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 physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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 school 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 Sitwell 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:

- Promoting Positive Behaviour Policy
- Curriculum Policies
- Emergency Plan
- Health And Safety Plan
- School Improvement Plan
- Special Educational Needs Policy
- Teaching And Learning 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 by the Local Governing Body.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

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.

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An Access Audit was carried out by the Health and Safety governor and the School Bursar in November 2016. A number of recommendations regarding physical access were made as follows:

Schedule 21: Action Plan A – Improving Physical Access

REF	QUESTION	RECOMMENDATION	TIME SCALE	PRIORITY	COST	DATE COMPLETED
1.7	Visual impairment	Reflector strips on cones round steps.	Ongoing	Medium		
3.1		Need colour contrast on external ramps.				
6.4		Contrast floor/edging for main reception window				
7.5		Skirting colours need to be better contrast				
5.1	Clearer signage	Need reception signage on outside doors: Reception lettering Arrows to direct No notices on doors	Ongoing	Medium		
12.3	Toilet access	More contrast needed around fittings: Hand dryers Sanitary disposal Toilet basins	Ongoing	Medium		
12.5		Grab rail around urinal				
12.6		Lever style taps to assist with dexterity problems				
13.9		Fix flush in disabled toilet				
15	Signage	Signs to assist people with VI:	Ongoing	Medium		

15.5		Toilets Lift Hall Reception Improved signage for lift				
7.3 5.1	Surface repairs	Paving uneven on slope out of the hall Need edges painting outside 5RT and on playground	Ongoing	Medium		
18.5	Means of escape	Fire exit corridor to be kept completely clear	Immediate	High	None	

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Schedule 22: Action Plan B – Improving Curriculum Access

REF	QUESTION	RECOMMENDATION	TIME SCALE	PRIORITY	COST	DATE COMPLETED
1	Differentiation in teaching	SLT to monitor quality of differentiation and provision for SEND pupils	Spring Term 2016	High	SLT release costs	
2	Interventions	Assistant Head for inclusion to audit current interventions and their success/impact on progress. Increase use of same day interventions and pre-learning tasks.	Dec 16-Jul 17	High	TA hours Resources identified for areas to develop	
3	Classrooms are organised to promote the participation and independence of all pupils	Assistant Head for inclusion to carry out an audit of resources and quality first teaching to ensure that lessons are planned to meet the needs of all pupils	Jan 17-Jul 17	High	Possible resource implications where gaps are identified	
4	Staff training on pupil led IEPs and same day interventions/ pre-learning	Assistant Head Teacher for inclusion to deliver staff training to teaching staff and support staff	Jan 17-Jul 17	High	N/A	
5	Staff training in supporting pupils with SEND – focus on key areas of need within the school – ASD, SPLD, SLCN, Sensory, Motor skills	Assistant Head for inclusion to deliver training where possible. Identify gaps in knowledge and seek external advice if necessary	Jan 17-Jul 17	High	CPD for AH External specialist costs	

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Schedule 23: Action Plan C – Improving The Delivery Of Written Information

REF	QUESTION	RECOMMENDATION	TIME SCALE	PRIORITY	COST	DATE COMPLETED
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats	Ongoing	Medium	N/A	
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on the website – particularly for new parents to the school, in order to ensure accessibility for parents with EAL	Ongoing	Medium	N/A	