

Earls Barton Junior School



We are driven to succeed today, tomorrow and beyond

Accessibility Plan Document

Last Reviewed: January 2016

Signature of Chair of Governors:

Review Period: Three years

Policy adopted from model policy and procedures issued by NCC Bathampton Primary

ACCESSIBILITY PLAN (2015 to 2018)

Earls Barton Junior School

Introduction/Context

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. This plan seeks to address the statutory requirements of the Equality Act 2010 and to further the aims of our Vision Statement by:

- Increasing the extent to which disabled pupils can participate in the curriculum

Note

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.

- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided and

Note

This covers improvements to the physical environment of the school and physical aids to access education e.g. enhanced fire alarm systems for pupils with sensory impairment, disabled or allocated parking spaces etc.

- Improving the availability of accessible information to disabled pupils, staff, parents and visitors

Note

This could include: handouts, timetables, textbooks, information about the school and school events. The information should be available in various preferred formats within a reasonable timeframe.

We recognise the need to provide adequate resources for implementing plans and will review annually in respect of progress and outcomes. Our school's previous access plans were incorporated into a Single Equality Scheme (May 2015). This access plan includes data and consultation from those schemes where they continue to be relevant.

Definition of disability

The definition of disability under the law is a wide one. A disabled person is someone who has a *Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.*

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Note

It is likely that every school in Northamptonshire has disabled pupils, staff members and service users

Associated policies and plans

This plan should be read in conjunction with the following school policies, strategies and documents:

- School vision statement
- Special educational needs policy
- Curriculum statement
- School evaluation and development plans
- Behaviour management policy
- Health and Safety policy

Development and Publication

The plan has been drawn up in conjunction with pupils, parents, staff and governors of the school and, where possible, the wider community. The plan will be available on the school website and in hardcopy on request.

Note

The more people responsible for monitoring and execution of actions the better. Access plans should be easily available to interested parties. Many schools publish plans on their website but it is good practice to offer different methods of publication to reach as wide an audience as possible.

Monitoring & Review

The plan will be monitored through governing body meetings and may be monitored by Ofsted during inspection processes. 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 & Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be reported on annually in respect of progress and outcomes and provide a projected plan for the three year period ahead of the next review date.

Accessibility Plan 2015-2018

Earls Barton Junior School is committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

We are at the centre of the village and have a variety of Victorian and more modern buildings.

Purpose of Plan

This plan shows how Earls Barton Junior School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe).

Contextual Information

Earls Barton Junior School has been in its current location since Victorian times. We share our site with the Infant School. In the Victorian buildings years three and four are accommodated, with years five and six in more modern buildings. The two parts of the school are linked by offices and administrative space. There is also a lift which allows disabled and wheelchair access between the two parts of the school. There is disabled access to the main reception area and the hall. There are disabled toilets in the reception area.

Current Range of known disabilities

At EBJs we have children with a range of disabilities including children who have some physical limitations and also children who have moderate and specific learning disabilities plus a small number of pupils and parents who have a hearing impairment.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD for dyslexia, differentiation and recording methods Online learning modules if required	On-going and as required	SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	PE co-ordinator	All to have access to PE and be able to excel

