



Hursthead Junior School



Accessibility Plan 2015

Introduction

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. This will be reviewed every three years by the Teaching and Learning Committee of the Governing Body.

Definitions of SEND

‘A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.’

(SEND code of Practice 2014)

‘Many children and young people who have SEN may have a disability under the Equality Act 2010- that is’... ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. The definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.’ (SEND code of Practice 2014)

The Equality Act 2010

‘The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measurable.’ (SEND code of Practice 2014)
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

The Accessibility Plan should be read in conjunction with-

1. The Admissions policy.
2. The School Prospectus.
3. The Equality and Diversity Policy.
4. The Behaviour Policy.
5. The Special Educational Needs policy.
6. The School Offer.

All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.

The Accessibility Plan

All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they **must** publish accessibility plans’....’setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.’ (SEND code of Practice 2014)

‘ Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.’ (SEND code of Practice 2014). The full range of needs and required support for all pupils identified as SEN Support or with a statement/EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary.

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities. At Hursthead Junior School we are committed to an inclusive curriculum and we aim to increase access to the school's facilities for all by:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum.
- b) Improving the physical environment of the school.
- c) Improving the delivery to disabled pupils and parents of information which is already in writing to pupils and parents, who are not disabled.

This Plan is underpinned by the following features of the school:

- There is effective planning and liaison between appropriate school and support services working with individual pupils within school.
- The Special Needs Coordinator (SENCo) has sufficient liaison time for agencies, support staff and families.
- As a school we have high expectations of all pupils. We aim to establish a positive ethos within the school and within teams of staff within the school. We aim to adopt a 'problem-solving' attitude in order to overcome barriers to learning for individuals.
- We follow a whole-school positive behaviour management structure and reward scheme aimed at enhancing the self-esteem of all pupils.
- We have a robust system in place for transition, transfers and re-integration of pupils. This includes gathering and sharing accurate information on the pupils' strengths, weaknesses and progress trends, together with strategies employed and evaluations of outcomes.

Current position

- The school building is fully accessible for pupils with physical difficulties.
- The outside play areas are flat and almost completely accessible to wheelchair users
- There is one toilet for disabled pupils.
- Mainstream Teaching Assistants support a range of pupils- delivering learning and therapy programmes.
- The school is generally well-equipped with a range of learning aids and specific equipment.
- Recent training has taken place in asthma, Team Teach and Restorative Approaches for all staff and we have a number of trained first aiders.
- The footpath linking the pedestrian gate and school entrance has been widened to allow wheelchair access.
- The reception area has been remodelled to be more disability friendly. There is a lower access buzzer and reception 'hatch' to accommodate disabled visitors.
- Landscape area opened up by removal of mobile classroom to create an outdoor classroom facility.
- Recent remodelling of the building has allowed for more learning spaces for withdrawn/intervention groups and individuals.
- There are braille signs and signs suitable for those with visual impairment.
- The school uses the text messaging service to aid communication with all parents.

The following details specific anticipatory activities aimed to increase accessibility for pupils with SEND to the curriculum, the physical environment and to information.				
<i>Target</i>	<i>Strategies</i>	<i>Outcome</i>	<i>Timescale</i>	<i>Goals Achieved</i>
Improve vehicular access to school	Review carpark layout and identify prime location for disabled parking spaces	Clearly marked disabled spaces for use by disabled children, parents or carers.	2018	Ease of car parking and access to the school grounds by disabled badge holders
School prospectus to become available in alternative formats: Introduce an audio option.	Investigate providers of audio translation service within and outside of the Local Authority	A range of prospectus options catering for parents / carers with disabilities as required	2017	There is an alternative to written information provided to new parents / carers
Tactile and visual signage throughout the school	Continue to provide more visual and tactile signage throughout the school	A range of visual and tactile signage to be put up in and around school.	2017	Clear, suitable signage that is accessible to all.
Ongoing development of the curriculum to meet the needs of all learners	Update medium term planning. Use assessment to inform teaching. Teach Maths in ability groups to meet needs of learners.	Children are able to access a broad and balanced curriculum designed to meet their needs.	Ongoing	Children are able to access the curriculum and have their needs met.

Monitoring

The performance of individuals continues to be monitored on a termly basis through progress meetings with the Class Teacher. Each child with an EHC Plan/Statement has an Annual Review with all involved personnel invited. The performance of groups, including those with SEN and/or a disability, takes place on an annual basis by the SENCo.

The HT maintains a 'Discrimination Record' which details any reported incidents of discrimination, including disability discrimination, and the subsequent action that has been carried out by the staff. Any such incidents will be included in the termly report to governors. The Inclusion Governor also checks this document on at least an annual basis.

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