

# Herne Junior School Accessibility Plan 2016 - 2019



## Introductory Statement

This Accessibility Plan has been drawn up to cover the period from September 2016 to September 2019. If alternative format is required please let us know.

The plan takes account of the school's public sector equality duty as set out in the Equality Act 2010 which replaced the Disability and Discrimination Act 1995. Plus the SEND and Disability Act 2014.

Herne Junior School are committed to providing an environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. The purpose of this plan shows how Herne Junior School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

## Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

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

## Key Objective

At Herne Junior School we aim to reduce and eliminate barriers, to promote access to the curriculum and to ensure full participation in the school community for pupils and prospective pupils with a disability.

## Principles

- Compliance with the DDA is consistent with the school's equalities policy, and the operation of the school's SEND policy;
- The school recognises its duty under the DDA (as amended by the SENDA):
  - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - not to treat disabled pupils less favourably
  - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
  - to publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework which underpin the development of a more inclusive curriculum:
  - setting suitable learning challenges
  - responding to pupils' diverse learning needs
  - overcoming potential barriers to learning and assessment for individuals and groups of pupils

## **Activity**

### **Education & related activities**

The school will...

- continue to seek and follow the advice of the Local Authority (LA) services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.
- ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils
- ensure classrooms are optimally organised for disabled pupils
- lessons provide opportunities for all pupils to achieve and are responsive to pupil diversity
- lessons involve work to be done by individuals, pairs, groups and the whole class
- all pupils are encouraged to take part in music, drama and physical activities
- staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip-reading
- staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work
- staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education
- provide access to computer technology appropriate for students with disabilities
- school visits, including overseas visits, are made as accessible as possible to all pupils irrespective of attainment or impairment
- there are high expectations of all pupils
- staff seek to remove all barriers to learning and participation

### **Physical Environment**

The school will...

- take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes and more accessible facilities and fittings.
- allow access for all pupils in the following areas - academic, sporting, play, social facilities, classrooms, the hall, library and outdoor sporting facilities and playgrounds
- allow pupils who use wheelchairs to move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs and toilet facilities.
- ensure pathways of travel around the school site and parking arrangements are safe; routes are logical and well-signed
- ensure emergency and evacuation systems are set up to inform ALL pupils, including pupils with SEN and disabilities
- ensure all areas are well lit
- ensure steps taken to reduce background noise for hearing impaired pupils
- ensure furniture and equipment is selected, adjusted and located appropriately

### **Provision of Information**

The school will...

- make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

### **Welcoming and preparing for disabled pupils**

Where it is practicable to make reasonable adjustments to enable a prospective pupil to take up a place at the school and to satisfy the current admissions criteria, the school is committed to providing those reasonable adjustments.

In order to meet the needs of disabled pupils, the school requires full information. The school will ask prospective pupils to disclose whether they have received any learning support, have had an Educational Psychologist's report or have any disability or other condition of which the school should be aware. Where a pupil has a statement (Education Health Care Plan) of Special Educational Needs, the school will work with the Local Authority (**LA**) who makes and maintains the statement to ensure that the identified provision is delivered in an appropriate manner.

In assessing the pupil or prospective pupil, the school may need to take advice and require assessments as appropriate. The school will be sensitive to any issues of confidentiality.

This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- School Prospectus
- School Equalities Policy
- Employment Equalities Policy
- Health and Safety Policy
- Special Educational Needs policy
- Child Protection policy
- Good Behaviour Policy
- Safeguarding Policy

The Accessibility Plan and associated targets will be regularly monitored in order to assess the progress being made against the targets set.

## Herne Junior School Accessibility Plan 2016 – 2019

### Improve Access to the Curriculum

Objective	Strategy	Timescale	Success Criteria
Enable staff to increase their knowledge and understanding of the needs of disabled pupils and differentiate the new curriculum accordingly.	<p>Training of staff once pupils needs are identified</p> <p>Liaise with specialist teacher advisors for the needs identified</p> <p>Discussions with SENCo, previous teacher and LSA in order to increase knowledge of individual needs</p>	On – going and / or to be addressed at the arrival of new pupils	All staff will have a raised awareness of individual needs
To promote an understanding of issues related to bullying and disability	Participate in National Anti – Bullying week Link to HARMONY WEEK & School's Values	Annually	All children and staff will be involved in the Anti – Bullying week
To improve liaison with local Infant and Secondary Schools and consistency within school	To arrange in-depth transition for pupils starting in Year 3, leaving for Year 7 and those in house that need it.	On - going	All children, parents and staff will be comfortable at the time surrounding transition

## Improving the physical environment of the school to increase access to education

Objective	Strategy	Timescale	Success Criteria
To ensure the Reception Area counter is of suitable height for all	To make sure that the counter is of a height that is accessible for all	At time of building the new reception area	The counter will be suitable for all
To ensure disabled parking space is kept clear and available at all times.	To discuss with Head teacher and Staff. Disabled parking space to be cleared as part of final follow up of Building Work.	ASAP	Disabled people will be able to park
To ensure disabled toilet is fitted with appropriate appliances.	To discuss with Head teacher and Site Manager	All modifications to be completed by end of Autumn Term 2017.	Disabled toilet to be accessible.
To ensure there is a shower facility to allow for children to self-manage full washing or can be used as appropriate in intimate care plans.	Discuss with HT	To be installed by 2018	Accessible use for staff, pupils or visitors.

As a school we aim to be accessible as possible and to be inclusive to all children and adults.

**Accessibility Plan Approved by:** HT September 2016.

**For review:** Autumn 2019

**Interim Review:** Autumn 2017