

Parkhill Junior School Accessibility Plan

2019 - 2021

Introduction

We believe that this Accessibility Plan is compliant with current legislation and requirements, as specified in Schedule 10, relating to Disability and the Equality Act 2010. School governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan, over a prescribed period.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Purpose

We are committed to providing an environment that enables full curriculum access which values and includes all pupils, staff, parents/carers 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 our school.

The Parkhill Junior Accessibility School Plan shows how access will be improved for disabled pupils, staff and visitors to the school in a given timeframe, anticipating the need to make reasonable adjustments to accommodate their needs, where practicable.

Our Accessibility Plan will be reported on annually, in respect of progress and outcomes and will provide a projected plan for the two years ahead. Our Accessibility Plan is structured to complement and support the school's aims and vision (ethos and values) and is published on our school's website.

Aims

- to increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life, as pupils without a disability. This covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities in 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;
- to improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvement to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- to improve the delivery of written information to pupils, staff, parents/carers and visitors with disabilities. Examples might include handouts, timetables, text books and information

about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

Whole school training will recognise the need to continue raising awareness for staff and governors in equality issues, with reference to the Equality Act 2010.

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

- Teaching and Learning Policy
- Health & Safety Policy
- Inclusion Policy
- Behaviour Policy
- Prospectus

The Accessibility Plan for physical accessibility relates to the Access Audit for the school. 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.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will need to consider equality and diversity issues, as required by the Equality Act 2010.

Review date: November 2021

Parkhill Junior School Action Plan
(September 2019- September 2021)

Objective	What needs to be done?	By whom?	By when?	What resources may be needed?	Evidence of Success
Access to all playground activities and activity centres, e.g. lunchtime clubs, the buddy area, the climbing frame.	Nominated member of staff to supervise and support when required.	SLMT	December 2020	NA	Access for all.
Training for all staff in supporting the holistic development of children with physical challenges and difficulties and with emphasis on speech and language.	Specific training facilitated by specialist.	HT/SENCo	April 2020	One dedicated training day. Learning support Specialised equipment to support access to learning and the learning environment.	Observation of lessons show an increase in effective aids, recommended strategies. Half termly meetings with SENCo demonstrate pupil progress. - All staff have a clear understanding of the needs of children and know how best to support children in school. - Children are successfully included in all aspects of school activity.
Specialist equipment and individual/small group support for children with poor motor control. Specialist equipment and individual/small	Specific training related to fine motor and gross motor skills. Specialised resources to be used in line with advice from specialist agencies	SENCo	February 2020 Ongoing – reviewed termly	Healthy Hands and fine motor training to LSAs. Advice and training from specialist agencies	Weekly sessions using equipment taking place. Specialist resources to be used to facilitate access across the curriculum Pupil progress Heightened staff awareness.

group support for children with visual impairment					
Classrooms are optimally organised to support the engagement <u>and</u> autonomy (latent and evident) of all children.	Agreed non negotiables to support the learning process in individual classrooms eg table top resources. (As specified in Teaching and Learning Policy)	HT/ all staff	December 2019		All lessons start promptly without the need to make adjustments. – Children have ready access to support their learning using a range of resources.
Extra-curricular activities are planned to ensure that they are accessible to all children. (afterschool and lunchtime)	Monitor all out-of-school provision to ensure compliance with legislation.	DHT/SBM/Pupil Premium Champion/SENCo	Ongoing – termly evaluations.		All out-of-school activities will be in an inclusive environment with providers that comply with current and future legislative requirements. – Activities can be accessed by all children.
Enhance the learning environment to support children with visual impairment.	Signs include braille, bright and clear markings for areas with steps or slopes; use of audio tools to enable children to access displays and the learning environment; training on providing effective and purposeful resourcing in class.	SENCo	January 2020		Access for all.