

# **NORTHOLMES JUNIOR SCHOOL**

## **ACCESSIBILITY PLAN**

### **January 2019**

The purpose of this plan is to support our school aims.

Our school aims are:

**Believe – Achieve - Succeed**

We will:

- ❖ Provide a happy, caring and stimulating learning environment to meet the educational needs of every child.
- ❖ Create an atmosphere of respect where everyone is included, treated equally and where diversity is celebrated.
- ❖ Promote a positive attitude to lifelong learning through creative, exciting and challenging teaching of a broad and balanced curriculum.
- ❖ Engage parents/carers and the wider community in an active partnership to support the children's development and the vision of the school.
- ❖ Celebrate our successes as individuals and as a school.
- ❖ Have high expectations of everyone- educationally, morally and socially.
- ❖ Embrace the spiritual, emotional, cultural and physical wellbeing of every child; promoting a healthy lifestyle.

At the time of review we have no children registered as disabled but we are aware that in the future we may need to support all kinds of disability.

#### **Definition of Disability**

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.

As a school we recognise that children who have experienced trauma or who suffer from Post-Traumatic Stress Disorder must also be considered under this policy.

The main priorities of the plan are 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 prepared for life as are other pupils. This encompasses teaching and learning and the

wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities and school visits as well as provisions 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 handouts, 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 Headteacher will manage these aims on a day-to-day basis.

The school's Assistant Headteacher for Inclusion is Miss Woodland.

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

- Behaviour Policy
- Single Equality Scheme
- Health and Safety Policy
- SEND Policy
- School Development Plan

The Accessibility Plan will be monitored by the Governing Body through the Personal Development and Welfare working party, Teaching, Learning and Outcomes working party and Resources Committee.

The views of staff, governors, pupils and parents have been consulted during the development of this plan wherever possible and we will endeavour to seek the views of these groups when this plan is reviewed.

The Accessibility Plan will be published on the school's website and is to be reviewed every 3 years.

A copy is available upon request to the School Office.

Reviewed: January 2019  
Next Review: July 2022

## Action Plan

### Access to the Physical Environment

<b>Desired Outcome</b>	<b>Current Good Practice</b>	<b>Action required</b>	<b>Timescale</b>	<b>Resource and responsibility</b>
Ensure all works completed on the premises reflect the needs of disabled users	Ramps to support access Disabled toilet in hygiene room  Whiteboards are at appropriate height  Gate buzzer at accessible height	Ensure eye level displays for wheelchair users  Gate access to be suitable for wheelchair users  Ensure hygiene room is kept clear and accessible	Ongoing as part of premises development plan	Premises Officer School Business Manager SLT
To be aware of the access needs of disabled children, staff, governors and parents/carers so that they have full and safe access to all areas of the school site.	Risk Assessments for individual pupils with additional needs are in place	Ensure these Risk Assessments are regularly updated to ensure they meet the current needs of the child/person with additional needs	Ongoing and reviewed as necessary	Assistant Headteacher for Inclusion School Business Manager Premises Manager
To ensure that the school site is properly maintained ie pathways kept clear and free from defects for wheelchair access	Premises Manager ensures paths are clear and obstructions are removed. Daily site walks are carried out.	Site walks by Premises Manager, Governors and Annual West Sussex Property Site Visit ensure paths are well maintained and clear from obstructions	Ongoing and reviewed as necessary	Premises Manager Business Manager SLT
Everyone has access to the front door- especially for access during the school day when the gates are closed and locked	Access doors are at an appropriate level and the gate buzzer is at an accessible height.	Ensure a member of the office staff are always on hand to help persons with additional needs to open the door	Ongoing and reviewed as necessary	Premises Manager Business Manager SLT

## Access to the Curriculum

<b>Desired Outcome</b>	<b>Current Good Practice</b>	<b>Action required</b>	<b>Timescale</b>	<b>Resource and responsibility</b>
Ensure all staff are aware of special provision that may be required for additional needs	All children with additional have Individual Learning Programs with individualised targets Teachers strive for Quality First Teaching in all lessons Training provided for staff to support children with additional needs	For all teachers to be consistently delivering Quality First Teaching in every lesson For training to be updated regularly to ensure staff have the necessary skills to meet the needs of all children with additional needs	Ongoing and reviewed as necessary	SLT Assistant Head for Inclusion
Consider and carefully plan for transition for any pupils with SEND from KS1 to KS2 and KS2 to Secondary School	Transition support from Learning Mentors Additional transition visits for children with additional needs Additional support for parents through parent meetings	Consideration of available room, the use of which may need to be changed to maintain inclusive practices (to be reviewed every year depending on new classes)	Ongoing and reviewed as necessary	SLT Assistant Head for Inclusion
Ensure the school continues to develop children's awareness of disability and additional needs	Assemblies and discussions PSHCE – celebrating differences Anti-bullying week	Introduce and embed new Jigsaw Scheme	Ongoing and reviewed as necessary	SLT Assistant Head for Inclusion
For trips and visits to be accessible to all pupils	Risk Assessments in place for some children with additional needs	Risk Assessment on children with additional needs for each trip and reviewed per trip	Ongoing and reviewed as necessary	SLT Assistant Head for Inclusion

Ensure children with additional needs can take part fully in during/ after school activities or clubs	Clubs are inclusive and cater for children with additional needs	To ensure all clubs going forwards meet the needs of all children who want to take part in these	Ongoing and reviewed as necessary	SLT Assistant Head for Inclusion
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## Access to Information

<b>Desired Outcome</b>	<b>Current Good Practice</b>	<b>Action required</b>	<b>Timescale</b>	<b>Resource and responsibility</b>
To ensure signage includes visual guidance in addition to the written word	Signs in classrooms are supported by visual cues Visual timetables/ Now and Next boards in place to support children with additional needs	All signs around school to be supported with visual guidance	Ongoing and reviewed as necessary	SLT Assistant Head for Inclusion
To ensure information is easily accessible to blind and hearing impaired pupils, parents, staff and Governors where necessary	Adjustments made for blind and hearing impaired pupils, parents, staff and Governors on an individual basis	Regular assessment of needs Regular consideration to font/size/typeset of school correspondence  Consult Physical and Sensory Support team and Visually Impaired/ Hearing Impaired advisory teachers as necessary.	Ongoing and reviewed as necessary	SLT Assistant Head for Inclusion