

# Greenfields Federation

Littlehaven Infant School and Northolmes Junior School



## *Growing Together, Aiming High*

*Our vision at Greenfields Federation is that we will work together as a community to ensure all pupils achieve their best and everyone feels valued and respected. We will have high expectations for behaviour to create an inspiring and motivating learning environment where all children can deepen their knowledge and develop new skills.*

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## Accessibility Plan: Northolmes Junior School

Review date: September 2021  
Ratified by the Governing Body: 28.09.21  
Next review: July 2024 (or before if guidance changes)

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

Our school aims are:

- **Achievement:** Ensure that governors and staff are ambitious for what each child can achieve, so that all learners are given the knowledge and cultural capital they need to succeed in life and can reach their highest levels of personal progress and achievement.
- **Curriculum:** Encourage the development of a love of learning in all children by providing a broad, engaging and challenging curriculum. Enrich children's knowledge by creating a stimulating and supportive learning environment in which they can explore and develop skills and aspirations.
- **Leadership:** Inspire and develop leaders to be highly ambitious and support staff to ensure there is a determination across the federation for all teaching and behaviour to be good or outstanding.
- **Well-being:** Prioritise the well-being of our children to ensure they develop as well-rounded, happy, confident individuals who value who they truly are and understand how they relate to other people in an ever-changing world.
- **Sustainability:** Oversee and implement strong financial control to ensure resources are efficiently and effectively used to allow the focus to be on achieving our vision.

## Definition of Disability

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This includes disabilities that may sometimes be 'hidden', such as Autism, ADHD and Dyslexia.

As a school we recognise that children who have struggles with mental health, 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 all 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 (maternity leave to be covered by Mrs Saunderson until 29<sup>th</sup> November 2021)

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 and SEND Information Report
- Medicals Conditions Policy
- Mental Health and Well-being Policy
- School Development Plan

The Accessibility Plan will be monitored by the Governing Body.

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.

## 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<br>Disabled toilet in hygiene room<br><br>Whiteboards are at appropriate height<br><br>Gate buzzer at accessible height | Ensure eye level displays for wheelchair users<br><br>Gate access to be suitable for wheelchair users<br><br>Ensure hygiene room is kept clear and accessible  | Ongoing as part of premises development plan | Premises Officer<br>School Business Manager<br>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<br><br>*This is particularly significant with regards to the impact of Covid 19 | Ongoing and reviewed as necessary            | Assistant Headteacher for Inclusion<br>School Business Manager<br>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<br>Business Manager<br>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<br>Business Manager<br>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, including adjustments that may need to be made during any periods of remote learning | All children with additional have Pupil Passports with individualised targets<br>Teachers strive for Quality First Teaching in all lessons<br>Training provided for staff to support children with additional needs | For all teachers to be consistently delivering Quality First Teaching in every lesson<br>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<br>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<br>Additional transition visits for children with additional needs<br>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<br>Assistant Head for Inclusion |
| Ensure the school continues to develop children's awareness of disability and additional needs  | Assemblies and discussions<br>PSHCE – celebrating differences<br>Anti-bullying week   | Continue to embed new Jigsaw Scheme and core values   | Ongoing and reviewed as necessary | SLT<br>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<br>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<br>Assistant Head for Inclusion |

| <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<br>Visual timetables/<br>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<br>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<br>Regular consideration to font/size/typeset of school correspondence<br><br>Consult Physical and Sensory Support team and Visually Impaired/Hearing Impaired advisory teachers as necessary. | Ongoing and reviewed as necessary | SLT<br>Assistant Head for Inclusion |