

## Howbridge Church of England Junior School

### Accessibility Policy and Plan 2018-19

Reviewed on:	Spring 2021 (To be reviewed annually)
Adopted on:	
Signed (Chair of Governors)	

#### Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan showing how the school will address the priorities identified in the plan.

## **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.'

## **The purpose and direction of the school's plan:**

At Howbridge Church of England Junior School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter and we promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys;
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable;

We have had or are expecting to have a whole range of children of all backgrounds, needs and abilities including:

- diabetes
- asthma
- eczema
- hearing impairment
- rare syndromes

- ADHD
- ASD
- STARS
- Allergies
- Heart problems
- Eating disorders
- Hyper-mobility

We collect information from our partner Infant School, so that we are prepared for children when they arrive in school and can cater for their differing needs. We liaise with parents and professionals involved with the children to ensure that we provide the right care for their needs.

### **The main priorities in the school's plan**

We take advice on the support needed for children with disabilities and work with experts to ensure that they have the support necessary to fully include them in the life of the school.

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support;
- The Inclusion Lead has an overview of the needs of disabled pupils;
- There are high expectations;
- There is appropriate deployment and training of learning support staff;
- Successful practice is shared within the school;
- The school works with partner schools if appropriate;
- Disabled pupils have access to extra-curricular activities.

## Accessibility Plan 2018 - 2019 Review

	<b>Issue</b>	<b>Action</b>	<b>Resources</b>	<b>Timescale</b>	<b>Completed</b>
1	DDR compliant disabled toilet required in main school building	Move door and remodel current single toilet to make DDR compliant	£8,000	Summer holidays 2017 – carried over require funding	Yes
2	Facilities for inclusion of particular SEN pupils	Remodel the bungalow to provide learning facilities and resources for teaching to enable pupils to be inclusive in education	£45,000	Summer 2019 – dependent on funding grant	The new Headteacher felt this was not appropriate or in keeping with the new vision of inclusion for the school.
3	Facilities for cleaning pupils who are disabled	Install washing facilities (walk in shower unit)	£4,000 – part of DPM work	Summer 2020	Yes
4	Automatic doors for ease of access for disabled pupils/parents	Automatic doors to main reception	£2,000 – part of DPM work	Summer 2020	Not completed. To form part of new plan.
5	Playing field path next to sports shed becomes muddy and slippy	Lay non-slip matting over grass	£200	Spring 2017	Yes Summer 2018
6	Adequate provision for disabled visitors	Wheelchair and walking frame available at front office to be purchased	£100	Autumn 2018	Yes
7	Improve wildlife area	Create a peace garden	£8,000	Summer 2020	Part completion – wildlife area cleared (£3,000 spent). School Council project

					linked to this on hold due to pandemic.
8	Towel dispensers and paper towel holders can be difficult to access	Replace paper towel holders and towel dispensers with automated hand driers	£2,000	Year 4 and main school toilets Summer holidays 2019	Year 3 completed Year 4 completed  Look at other year groups on new plan.
9	Ensure safety for visually impaired pupil when using steps up to playground	Paint edges of steps up to the playground and sign with a one-way system	Caretaker	Autumn 2018	Yes (To be repeated at least annually)
10	Ensure that all school trips and residential visits are accessible for pupils with physical or learning disabilities	Training for visit leaders Evolve visit forms and risk assessments ensure accessibility	EVC and all Visit Leaders	On-going	Yes (on-going)
11	Ensure that the curriculum is fully accessible to pupils with a learning or physical disability	Alternative communication systems Additional resources as required (for example large print texts)	£500	On-going	Yes (On-going)

## Accessibility Plan 2021-2022

	Issue	Action	Resources	Timescale	Completed
1	Automatic doors for ease of access for disabled pupils/parents	Automatic doors to main reception	£2,000	Summer 2022	

2	The new curriculum and SEND review means we need to develop our resources for outdoor learning and mindfulness	Create a peace garden. Develop the space by the Anderson Shelter, including purchase of chickens and bees. Develop grounds further to support curriculum and different learning styles.	£8,000	Summer 2022	Part completion – wildlife area cleared (£3,000 spent).
3	Reading material (across subjects) does not adequately promote all forms of diversity or families	Purchase reading material for the library and classrooms that promotes diversity in all forms.  Displays to also promote diversity.  Further audit via our ongoing curriculum review and SEND review.	£2,000	Autumn 2021	
4	Towel dispensers and paper towel holders can be difficult to access	Replace paper towel holders and towel dispensers with automated hand driers. Consider whether other year groups need these dispensers.	£2,000	Summer 2021	Year 3 completed Year 4 completed
5	Ensure safety for visually impaired pupil when using steps up to playground	Paint edges of steps up to the playground and sign with a one-way system	Caretaker	Annual	Yes
6	Ensure that all school trips and residential visits are accessible for pupils with physical or learning disabilities	Training for visit leaders Evolve visit forms and risk assessments ensure accessibility	EVC and all Visit Leaders	On-going	Yes (on-going)
7	Ensure that the curriculum is fully accessible to pupils	Alternative communication systems Additional resources as required (for example large print texts)	£500	On-going	Yes (On-going)

	with a learning or physical disability				
8	Buildings and classroom layouts do not allow ease of access for pupil with specific and complex needs due to join the school.	<p>Work with parents and Occupational Health, our Inclusion Team and other agencies as required to draw up a plan for reasonable adjustments to be made in preparation for pupil attending.</p> <p>Agreed adjustments in place in time for pupil to start.</p> <p>In reviewing provision for specific pupil, review use of all space available both buildings and outside space in order to ensure it is being effectively utilised for all pupils. Actions following.</p>	£ not yet known	<p>By Sept 2022 Action will not happen if pupil does not join the school.</p> <p>These review processes will go ahead regardless of pupil attending.</p>	