



DRONFIELD JUNIOR SCHOOL

Accessibility Plan

2017 - 2020

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Introduction

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The SEN and Disability Act 2001 extended the Disability and Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has 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.

Definition (Equality Act 2010)

“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” Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘**substantial**’ means ‘**more than minor or trivial**’. ‘**Long-term**’ means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. A significant number of pupils are therefore included in the definition.

This policy complies with the statutory requirement laid out in the SEND Code of Practice (June 2014) and has been written with reference to the following guidance and documents;

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice (revised April 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stages 1 and 2 framework document September 2013
- Safeguarding Policy
- Teacher’s Standards 2012
- Children & Families Act (2014)
- The Special Educational Needs & Disability Regulations (2014)

- Supporting pupils at school with medical conditions (2014)
- Reasonable adjustments for disabled pupils (2012)
- Disability Discrimination Order (2006)
- The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)
- Health Standards (England) Regulations 2003

Equal Opportunities

At Dronfield Junior School we are committed to giving all our children every opportunity to achieve the highest of standards. We acknowledge the right of every individual to be treated fairly and with respect regardless of age, ethnicity, gender, background, creed, attainment or ability. We aim to fulfil this ideal through our policies and practice.

Safeguarding Statement

Dronfield Junior School is committed to safeguarding and promoting the welfare of children and young people, and expects all staff to share this commitment.

This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all pupils with a disability can take full advantage of the education and associated opportunities provided by Dronfield Junior School.

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date. This plan reflects new statutory requirements for the setting of Equality Objectives.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents 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 reinforcing our culture of inclusion, support and awareness within the school. Our Accessibility Plan shows how access is to be improved for pupils with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the **curriculum** for pupils with a disability, ensuring that those with a disability are as equally prepared for life as are our pupils who do not have 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 or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve 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 include: hand-outs, visual timetables, textbooks and information about the school and school events; the information will be made available in various preferred formats within a reasonable timeframe.

a) Improving Access to the Curriculum

To ensure that the curriculum meets the needs of all pupils through differentiated work, resources and support.

Action	Person responsible / resources	Timeframe	Success Criteria	Monitoring Method: Who? How?	Review
School to promote disability equality.	Whole staff	On-going	Increased whole school awareness of disability issues.	SENDCo, all staff. Staff meetings, lessons, assemblies and celebrating difference.	Each year in June
School will endeavour to raise staff awareness of disabilities issues. School to seek advice from experts and consider needs of specific pupils, both for school and off-site activities.	All school staff, LA, Health Authority, Disability Rights Commission	On-going	Teachers and TAs aware of issues. Detailed information and support available and passed on by staff.	NT to monitor. Staff meetings, INSET training. Curriculum Governors to oversee.	Each year in June
Staff to continue developing own knowledge of different teaching and learning styles. School will endeavour to ensure suitable training opportunities are available.	SENDCo and NT to look for training, and facilitate, training opportunities as appropriate.	On-going	Teachers use multiple intelligence principles to suit a wide range of learning styles.	NT to monitor. Staff meetings, INSET training. Curriculum Governors to oversee.	Each year in February and June.
Staff to continue current practice of placing pupils in the most appropriate class in order to meet their needs and including additional support through differentiated tasks, resources and / or Teaching Assistant support.	NT, Team Leaders and SENDCo. £50 per week management time for SENDCo to support staff, where needed.	On-going	All pupils make good or better progress. Pupils with identified SEND make appropriate progress against specific targets.	NT to monitor lesson observations, planning scrutiny, work scrutiny, pupil progress meetings, IEP meetings Curriculum Governors to oversee.	Each year in April
School to train a TA to work with the Psychology Service to become an Emotional Literacy Support Assistant. The ELSA will work with individuals identified for support.	HP and Psychology Service 6 x TA training days (£600) Release for 4 supervision sessions (£200) Cost of travel and initial resources (£500) 2 days per week to implement programme with identified individuals. £1000 to develop a bank of resources over time.	Training for ELSA Autumn Term 2017. Implement programme from Spring Term 2017.	Pupils will have increased emotional literacy which will facilitate better learning.	SENDCo to monitor and feedback to full Governors.	Termly, each year, at full Governors' meetings through SEND report.

Teachers and TAs to develop skills to support pupils who have specific disabilities.	SENDCo and NT to look for training, and facilitate, training opportunities as appropriate.	On-going	Staff have a greater understanding of specific disability issues.	Curriculum Governors to oversee training undertaken.	Review of previous academic year in September
School will endeavour to source funding internally or externally to provide the extra support needed in order for pupils needs to be met, if their needs fall above the expected level of support within school.	NT, SENDCo and Finance Governors. £50 per week management time for SENDCo	School to provide first 9.5 hours support from existing budget	Pupils with identified SEND needs will make progress against specific targets.	NT to monitor lesson observations, Planning scrutiny, work scrutiny, pupil progress meetings, IEP meetings Curriculum Governors to oversee.	Review of previous academic year in September
School will strive to ensure the curriculum is fully accessible to pupils with any type of difficulty or disability by considering: <ul style="list-style-type: none"> • alternative communication systems. • the way in which information is presented to pupils. • ways in which pupils can communicate their ideas. 	All staff, subject leaders, Advisors for sensory impairments.	On-going	Curriculum is fully accessible for all pupils.	NT to monitor lesson observations, Planning scrutiny, work scrutiny, pupil progress meetings, IEP meetings Curriculum Governors to oversee.	Review of previous academic year in September
School policies will make reference to provision for pupils with difficulties and disabilities (particularly PE). Policies to include: Content, Strategies and Resources that could be employed when planning for pupils with difficulties or disabilities.	Whole staff, subject leaders, LA Advisors. £180 (per day) to cover supply cost to release subject coordinators when their subject is under review.	On-going	Policies include provision for pupils with difficulties or disabilities.	Monitored by relevant Governor committees: Curriculum, Premises, Pay and Personnel.	Termly at Governor Curriculum meetings.
Disability equality issues are incorporated into the PSHE curriculum. PHSE Coordinator to review policy and practice; and ensure issues are tackled.	PSHE Coordinator and Class teachers. £180 (per day) to cover supply cost to release PSHE Coordinator.	On-going	Pupils have a greater understanding of disability issues. Reduction in disability related name calling and / or incidents.	PHSE Coordinator to monitor. Lesson plans, learning walks, pupil conferences	Yearly in February.

b) Improving Access to the Physical Environment

To ensure that all pupils have full and safe access to all areas of the schools learning environment.

Action	Person responsible / resources	Timeframe	Success Criteria	Monitoring Method: Who? How?	Review
School will meet with parents, current/previous infant / primary school and other specialist outside agencies, as part of the transition process for a child starting school with identified SEND.	SENDCo and NT £180 (per day) to cover supply cost to release SENDCo	As, and when, a pupil with additional needs transitions to the school.	Identified actions and resources are put in place to meet the pupil's needs.	NT to monitor and feedback to full Governors. Learning walks, discussion with parents, IEP meetings	Yearly in June and at last full Governors' meeting of the academic year.
School will take advice on layout and resources within the learning environment from outside agencies, e.g. Physical Impairment, Occupational therapist, supporting pupils with identified SEND.	SENDCo & NT	Costing dependent on individual need – use of capital funding where necessary.	Pupils with identified SEND are accessing all of learning environment. Pupils with SEND make appropriate progress in learning.	Relevant subcommittees to feed back to full Governor meetings. Learning walks, H & S monitoring; Premises meetings, IEP meetings.	Review of previous academic year in September
School will ensure all emergency procedures and Critical Incident Plan incorporates the needs of those identified with SEND.	NT, teachers, KM, TB and H&S committee	N/A	All pupils have equal access in the case of emergencies.	Emergency, procedures, Fire drills, Critical Incident Plan review.	Yearly in April
School will ensure all risk assessments incorporate the needs of pupils with identified SEND where necessary.	NT, KM, TB and H & S committee	N/A	Pupils with SEND have needs cater for in all risk assessments.	Risk assessment reviews, H & S Committee meetings	Review of previous academic year in September
School will endeavour to ensure that trips and residential visits are accessible for pupils learning and / or physical disabilities.	NT and Visit leaders. Thorough planning. Advance visits. EVOLVE Form and Risk assessments.	On-going	School trips & residential visits are accessible for all pupils.	NT and Curriculum Governors to monitor. Feedback from pupils and visit leaders.	Review of previous academic year in September
School will endeavour to ensure that after-school clubs and care provision facilities are accessible for all pupils.	Leaders of after-school clubs. Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if	On-going	After-school clubs and care provision is accessible for all pupils.	NT to monitor. Feedback from parents and pupils. Curriculum Governors to oversee.	Review of previous academic year in September

	necessary. Make physical adaptations as required.				
School will incorporate appropriate colour schemes when refurbishing to benefit pupils with visual impairments. Ensure the door frames and doors are different colours. Consider external steps.	Advisory Teacher for Visual Impairment, NT, SENDCo. Costs to be determined. Seek advice from visual impairment team.	When money is available for refurbishment	Physical accessibility of the school is increased.	NT to monitor. Feedback from pupils.	Each year in April
School will improve lighting in classroom when old bulbs have finished and light fittings need updating.	KM, TB, H & S committee	As, and when, it happens.	Classrooms are brighter.	H & S / Premises Governors to feedback to full Governors.	Each year in April
School will provide a ramp leading to bottom yard to avoid steps or zig-zag path designed.	KM, TB, H & S committee	Costing dependent on individual need – use of capital funding where necessary.	Pupils in wheelchairs will have better access to the bottom yard.	H & S / Premises Governors to feedback to full Governors.	Each year in April
School will need a larger hall to facilitate pupils using wheelchairs having access to the full range of PE activities.	Work with LA to explore funding avenues.	When funding becomes available (dependent on need).	New and larger sports hall	H & S / Premises Governors to feedback to full Governors.	Each year in April

c) Improving Access to Information

To ensure information for pupils and parents is accessible at all times

Action	Person responsible / resources	Timeframe	Success Criteria	Monitoring Method: Who? How?	Review
School will ensure all written communication is in font size 12 (at least).	Admin staff, NT, all staff	From September 2017	Appropriate font size used in all written communications	NT to monitor school newsletters, school residential letters, planning scrutiny, learning walks, curriculum leaflets to parents. Curriculum Governors to oversee.	Review of previous academic year in September

School will ensure that any printed text provided to pupils and parents with a specific visual need are appropriate by seeking advice.	Teaching staff, TAs, NT and SENDCo	On-going	Pupils accessing curriculum and learning activities. Pupils making progress in learning.	NT to monitor learning walks, lesson observations, work scrutiny, pupil progress meetings, IEP meetings.	Review of previous academic year in September
School will ensure that the school website provides information about school to all (both in school and the wider community) and is updated with all relevant information and policies.	NT, RM and KM. £180 (per day) to cover supply cost to release the IT / website coordinator.	On-going	Improved communication - parents, and the wider community, have access to day to day information about the school. All parents have access to current school policies and procedures.	Website scrutiny by NT, EE and Governing Body	Review of previous academic year in September
School will ensure that all parents are given clear information about their child's school experience and their progress in learning through parent/ teacher consultations, newsletters, email messages, telephone contact, IEP meetings, parent information meetings, annual reports.	Teaching staff, TAs, SENDCo, NT	On-going	Parents are aware of their child's school experience and the progress they are making. Parents have access to day to day information about the school. All parents have access to current school policies and procedures.	HT to monitor with SLT	Review of previous academic year in September
School will promote the use of email to distribute newsletters.	Admin staff	On-going	Greater chance of parents actually receiving, and reading, newsletters. Better, more reliable communication with parents.	HT to monitor with Curriculum Governors.	Review of previous academic year in September