



NETLEY ABBEY JUNIOR SCHOOL

ACCESSIBILITY ACTION PLAN 2015 - 2018

July 2017	
Shirley Nicholas-Bond	
Signed:	Dated:

Chair of Governors:	John Forder
Signed:	Dated:

Review Cycle	Every 3 years
Policy prepared by/Reviewed by	Headteacher
Committee responsible	FGB
Statutory/Discretionary/School	Statutory
Date of latest FGB approval	July 2015
Date of review by committee	July 2017
Date of next review by FGB	July 2018



Policy Statement – Accessibility plan

Rationale

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act, and required schools to put in place an Accessibility Plan. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan must be reviewed every three years and approved by the Governing Body and should form part of the School Development Plan. School Governors are also accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The document will be used to advise other school planning documents and policies and will be reported to the Headteacher annually in respect of progress and outcomes by the School Business Manager. The intention is to provide a projected plan for a three-year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Attached are a set of action plans showing how the school will address the priorities identified in the plan.

Purposes

1. Starting points

- 1a Vision and values
- 1b Involvement
- 1c Information gathering

2. Main priorities

- 2a Access to the curriculum
- 2b Improvement to the physical environment



2c Information in different formats

3. Making it happen

3a Implementation and action plans

3b Publication and reporting

3c Reviewing and revising the plan

Guidelines

1. Starting points

1a: Vision and values

Netley Abbey Junior School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life.

The school will

- set suitable learning challenges
- respond to pupils diverse needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils.

The school aims to identify and remove barriers to disabled pupils in every area of school life and make all children feel welcome irrespective of race, colour, creed or impairment.

1b: Involvement

This will include

- The views and aspirations of disabled children.
- The views and aspirations of the parents/carers of disabled children
- The views and aspirations of other disabled people or voluntary organisations.
- The priorities of the local authority.

1c: Information gathering from pupil data and school audit.

Definition



The definition of disability under the Equality Act 2010 states

“A person has a disability if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on his/her ability to do normal daily activities.”

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long term and substantial effect on pupil's everyday lives. This includes pupils with ASC (Autistic Spectrum Condition), ADHD (Attention Deficit Hyperactivity Disorder) and any linked with CAMHs (Child and Adolescents Mental Health). About 6% of children under the age of 16 may have a disability.

Use of data

The school will use all available information and data to identify disabled individuals and use the data to support the accessibility plan. Currently the data includes

- Entry details including parental information
- Data collated on teaching staff
- School disability audit
- Advance information and consultation with Pre-schools and Health Service to identify disabled pupils before they start school
- Medical questionnaires to new pupils
- Individual Health Care Plans if required

School strengths and weaknesses

Each year the school needs to audit its strengths and weaknesses. Our current audit suggests we need to further develop:

- Raised staff awareness of DDA and its implications
- To continue to improve aspects of the physical environment

Our strengths are that:

- Currently, no area of the curriculum is limited to disabled pupils, including off-site visits
- All children's social and emotional needs are considered through a range of strategies or provision

Impact

- Ensure the schools policies cater for disabled children



Outcomes

- The school will also make detailed analysis of outcome data at the end of Key Stage 2 to check the progress of these children
- Ensure these children are checked in lesson observations and SLT monitoring
- Check the achievements of disabled children in extracurricular activities

2. Main priorities in the school's plan

2a: Increasing the extent to which disabled pupils can participate in the school curriculum

- Ensure that teachers and LSAs have the necessary training to teach and support disabled pupils.
- Ensure that classrooms are selected and optimally organised for disabled pupils.
- Ensure all lessons provide opportunities for all pupils to achieve.
- Check that all lessons are responsive to pupil diversity.
- Provide lessons that involve work to be done by individuals, pairs, groups and the whole class
- Ensure that all pupils are encouraged to take part in music, drama, art and physical activities.
- Check that staff recognise and allow for the mental effort expended by some disabled pupils.
- Ensure that all children can access computer technology.
- Check that school visits are open to all.
- Provide high expectations of all pupils.
- Seek to remove all barriers to learning and participation.

2b: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- Check the layout of areas allow access for all pupils
- Ensure that wheelchairs continue to access the whole building
- Check that pathways around the school are logical and well signed
- Ensure emergency and evacuation systems inform all children
- Provide décor and signage that is suitable for all children and not confusing or disorientating to those with visual impairment, autism or epilepsy



- Check that all areas are well lit
- Check to reduce background noise for hearing impaired children
- Ensure furniture is selected and located to suit all children
- Personal Emergency Evacuation Plans are in-place for pupils, staff, visitors and parents as required

2c: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- Provide information in simple language such as symbols, large print, audio tape or Braille for pupils who have difficulty with standard forms of print
- Ensure information is presented in user friendly ways to disabled pupils when working in groups
- Provide written information in different formats as required
- Ensure the staff team are familiar with technology and practices to support disabled pupils
- Check preferences expressed by the pupils or their parents

3: Making it happen

3a: Implementation and action plans

In order to ensure that action is taken to meet the Accessibility Plan priorities, Netley Abbey Junior School has drawn up an action plan to make things happen, which outlines how the requirements of the plan will be met.

The following action plans have been written using the Hampshire Self Audit Form and with the advice of Hampshire's D.D.A advisory service.

3b: Publication and reporting

It is important to monitor the impact of the action taken to ensure that progress is being made towards meeting the Accessibility Plan, and to ensure that no adverse impact is occurring as a result of the actions.

The monitoring of the actions outlined in the action plan will be done in accordance with the specified timescales. If any adverse impacts are identified during the monitoring process, the action plan will need to be revised.

3c Reviewing and revising

This scheme will be reviewed and revised every three years and covers 2015-2018 currently.

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Objective	What	How	When	Achieved
Ensure accessibility of all temporary classrooms	Ramped or level access to all rooms. Accessible toilets in all blocks.	Devolved capital Contact county accessibility team for planning	To be completed by September 2015	Accessible rooms available for pupils and adults as well as toilets
Improve provision for pupils and visitors with hearing difficulties	Have portable induction loops in place	School to take advice from accessibility team and buy Induction loops	Autumn 2015	Induction loops bought
	Investigate sound field system/ sound reduction esp. to temporary and newer buildings	Specialist teacher advisor for hearing impairment to deliver training for teacher and support staff HI support ongoing Seek advice LA / external schools funding	Autumn 2017 Ongoing To be considered	Specialist HI training delivered and staff utilising skills
Improve provision for children with ASC	Develop specific staff knowledge and skills in managing children with ASD	Staff training sessions SENDCo/consultants/OT SEND governor trained as ASC Champion Specialist CAMHS training for teaching and support staff	September 15 onwards (new staff as appropriate) October 2017 Autumn 2017	Staff have increased confidence and skills in working with children with ASC Training completed for ASC Champion CAMHS training completed
	Explore with LA, opportunities for sound-dampening to reduce sensory stimulus in temporary buildings	Noise-cancelling earphones to be purchased Discussions with LA	Summer 2017 Autumn 2017	Earphones purchased and being utilised in class Possible timeline in 2018

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	Create quiet room for children with ASC/sensory needs	Surveyors Funding hopefully sourced through SENDCo researches/grants	Plan for beyond 2019 if funding becomes available	
Improve provision for children with ADHD and related disorders	Develop staff's knowledge and skills in managing children with ADHD etc.	Staff training sessions by SENDCo Specialist CAMHS training for teaching and support staff	Summer 17 Autumn 2017	Staff have increased confidence and skills in working with children with ADHD and related disorders CAMHS training completed
Re- mark accessible parking space	Allocated parking space with dropped kerb access in close proximity to Entrance re-marked.	Consult surveyors and plan in with other re-marking of playgrounds	Summer 2017	Space ready to use and clearly marked.
Ensure pupils with additional needs are assessed for ICT needs	Look at provision of laptops/keyboards etc.	Specialist LA advice	Ongoing	As necessary
Assess all new pupils for chair/writing slope etc	Look at what is required	With OT advice	Ongoing	As necessary
Further develop Nurture Provision	Room provided, re-furnished, staffed and updated as necessary Thrive approach to be integrated within nurture provision	Seek EP advice/ School Budget Evaluate current provision Make changes utilising	Ongoing Spring 2018 Spring 2018	Lighthouse Nurture Provision created and acts as a centre for supporting other schools

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		Thrive to meet ongoing needs		
Further develop SEMH Provision	Introduce ready-to-learn provision	Similar provision researched in other schools to help develop our practice, whilst tailoring for our individual children's needs	Spring/Summer 2017	Other provisions visited and discussed across teaching team
		Ready-to-learn leader and deputy appointed	Summer 2017	Ready-to-learn leader and deputy appointed
		Classroom environment established and set-up with appropriate resources to meet individual needs	Summer 2017	Completed
		Curriculum planned carefully to meet SEMH and academic needs	Summer 2017	Continually adapted and refined as necessary
	Thrive practitioner trained	National accredited training course	Spring/Summer 2017	Completed
		Whole staff INSET delivered to introduce the Thrive approach	Summer/Autumn 2017	Completed for all staff
		Assessments completed across the whole school and offered to the Infant School where necessary	Autumn 2017	Completed with teachers for every child
		Individual and group plans created	Autumn 2017	Completed
		Incorporate within ready-to-learn classroom	Summer 2017	Completed with ongoing review

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<p>Improve availability of written material in alternative forms for parents and pupils</p>	<p>School aware of local and county services for converting written information into different formats</p>		<p>When necessary</p>	<p>School to deliver information to all parents with disabilities</p>
<p>Improve working environment for pupils with visual impairment</p>	<p>Incorporate appropriate colour schemes when refurbishing and ensure blinds or film in place where necessary. Staff training and aids provided for pupils.</p>	<p>Professional advice and training from TAVI</p>	<p>Ongoing as training and refurbishment takes place</p>	<p>VI pupils are able to work independently in all teaching areas</p>