



Working and learning together for success

Disability Equality, Accessibility Policy and Action Plan 2019 - 2022

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| Name of School | Sarisbury CE Junior School |
| Date of Policy Issue/Review | Autumn 2019 |
| Name of Headteacher | Andrew Stockton |
| Signature of Responsible Manager/Headteacher | <i>Andrew J. Stockton</i> |

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| Introduction | |
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The Accessibility Policy and Plan sets out how Sarisbury CE Junior School will work to promote disability equality. It is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Sarisbury CE Junior School is committed to making reasonable adjustments in order to ensure that services are as accessible as possible; including providing clear information and direction to those services and adaptations to the building and environment.

Following the completion of our initial DDA Audit and discussions with the LA, this policy and action plan has been revised in consultation with governors.

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| Objectives | |
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1. As an inclusive school, we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors; challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Sarisbury CE Junior School plans, as soon as practicable, to ensure the accessibility of provision for all pupils, staff and visitors to the school.



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3. An Accessibility Plan will be drawn up to cover a three-year period. The plan will be reviewed and updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - ✓ Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - ✓ Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; 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 **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - ✓ Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of the current Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new planning cycle.
6. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
7. Reference to the Accessibility Policy and Action Plan will be made as appropriate in relevant policies.
8. The Plan is monitored through governor sub-committee meetings; namely the Child & Curriculum and the Buildings & Resources Committees of the Governing Body.
9. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

This policy was ratified by the Resources Committee, January 2020



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Pupil Accessibility Plan 2019 – 2022

| | Objectives | Strategies | Outcome | Time Frame |
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| <p>Short Term (2019 / 2020) (2020 / 2021) (2021 / 2022)</p> | <ul style="list-style-type: none"> To ensure that pupils identified on the SEND register have access to appropriate resources. To provide texts, where appropriate or requested, in a variety of formats i.e. simple text, large print, audio tape / Braille. To ensure that pupils with additional medical needs have these met appropriately through well trained staff and individual protocols as required. | <ul style="list-style-type: none"> Complete SEND review and action plan – October 2019. Review of existing SEND resources School accesses LA resources as appropriate Analysis of the parent and pupil accessibility surveys inform the action plan 2020 Remark all stepped areas with bright yellow / high contrast paint as needed Admin Officer to organise resources post Fire Marshal training Ray West to lead fire marshal training Medical needs training undertaken as appropriate and disseminated to staff | <ul style="list-style-type: none"> Pupils on SEND register have necessary LSA support and access to appropriate resources. School's SEN targets updated in line with cohort needs Improved access to texts for visually impaired pupils. Appropriate access arrangements in place for SEND pupils with mobility needs Consult parents about longer term plans for pupils with SEND, including mobility needs Issues raised in the pupils' and parents' accessibility survey are addressed | <ul style="list-style-type: none"> Review of SEND resources – Summer 2019 & Autumn 19 Review of SEND targets – Spring 2020 Review of SEND targets – Summer 2020 |
| <p>Medium Term 2020 / 2022</p> | <ul style="list-style-type: none"> To ensure that any building and resource adaptations for SEND / Medical needs are in place for Year 3 cohort 2020 For curriculum leaders to be aware of any changes needed in terms of inclusivity To work with LA in preparation for installation of modular classrooms To complete internal reorganisation of the school classroom structure | <ul style="list-style-type: none"> Longer term strategic plan for SEND drawn up by SENCo Use of capital funding / LA access funding. Use of revenue funding (school grounds development plan) Area outside the Year 6 classrooms (existing music room) to be adapted to take modular classrooms – including pupil access as appropriate | <ul style="list-style-type: none"> Adaptations for Year 3 Cohort 2020 in place by September Discussion during Autumn 2020 and Spring 2021 about location and installation of the modular classroom facility Removal of the existing music room resources to main school | <ul style="list-style-type: none"> Feasibility study Autumn 2020 / Spring 2021 Daily Mile track surface replaced / improved by Autumn 2020 Staff complete classroom moves to new areas by end of Summer term 2021 |



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| | <ul style="list-style-type: none"> To improve the surface of the school's 'Daily Mile Track' to ensure more permanent 'all weather' use To ensure access arrangements to communal facilities meet the requirements and demands of a larger school role and parent community | <ul style="list-style-type: none"> Classroom plan in place to provide for fourth form of entry in Year 3 – two modular classrooms occupied by Year 6 Regular review of the curriculum and audit of resources | <ul style="list-style-type: none"> Staff aware of new classroom plan and move to new areas by end of Summer term 2021 Modular classrooms installed on site by July / August 2021 | <ul style="list-style-type: none"> Installation of modular buildings and access improvements by August 2021 SEND curriculum provision review – Summer 2021 |
| Long Term 2021 onwards | <ul style="list-style-type: none"> Longer term school plans to improve level access to classrooms by constructing a paved and covered area to the rear of the building. Governors to include the longer term review of the school's accessibility as part of the strategic committee | <ul style="list-style-type: none"> Feasibility study to draw up initial plans and options Secure quotes from three County approved builders | <ul style="list-style-type: none"> Wheelchair access possible to all classrooms from the exterior of the building. Covered walkway improves working environment for all pupils. Paved area allows for permanent use of picnic benches and outdoor tables – creates additional outdoor learning spaces | <ul style="list-style-type: none"> Feasibility study – Summer 2021 Initial paving Spring / Summer 2022 Project completion Autumn 2022 |