

St Ives Junior School Access Management Plan



Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. 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 is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

This access management plan covers the use of the school premises during the normal school term times, and use of the premises by staff and pupils for after school activities. There are occasions when parents and relatives visit the premises to attend meetings with teaching staff or to attend plays or school services.

- 1) The St. Ives Junior School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly 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.
- 3) St. Ives Junior School is 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 developing a culture of inclusion, support and awareness within the school.
- 4) The St. Ives Junior School Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:
 - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision 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 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 timeframe.

5) The St. Ives Junior School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Improvement Plan
- Special Educational Needs Policy
- Staff Development Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Finance and Premises Committee

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

Aims and Objectives

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below.

Current good practice

We ask about any disability or health condition during initial communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of our data collection process at the start of the school year.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. There are very few parts of the school to which disabled pupils have limited or no access at the moment.

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present challenges, for example: PE for pupils with a physical impairment. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others.

Access Audit

During the day, the Head Teacher, teaching and support staff are in occupation, before and after pupils arrive for daily lessons. School main core operating hours are 8.35 am – 3.15 pm. The main Reception desk and entrance into the school building are manned between the hours of 8.30 am – 5.30 pm daily, with the Head Teacher's office located close by. The school site manager/caretaker is on site from 7.40 am until 3.45 pm.

Dealing with Pupils, Staff or Visitors to the school who have DDA requirements

The safety and wellbeing of all pupils, staff and visitors to our school is of paramount importance to us, we are committed to providing a safe and welcoming school. We will ensure people entering our school environment are treated with sensitivity, respect and assisted in all ways possible, to ensure they have access to, and enjoyment of, the facilities they require.

External access into the property

The building and open car park is at ground level only. The main car park is located outside the main entrance; there are numerous clearly marked car parking spaces available. Approach to the main entrance is via a level paved pathway, leading directly to the main entrance door, which has a covered external waiting area providing shelter from the elements. All access buttons and speakers on the external walls have been installed at wheelchair accessible height. The pathway is clearly visible from the main reception office where the school secretary is located, giving the secretary open view of all approaching visitors.

Internal access routes – Visitors

Once inside the building, visitors have access to an adult DDA toilet located close to the main reception area: there is ramp access direct to the facility. Wheelchair access is available to the school library and school hall/canteen area. Playground/garden areas are all accessible via a ramp. These facilities are available to all visitors to the school with a requirement for them.

Where possible, before a visit takes place we will establish any access, or other requirements our visitor has, we will also provide details of the facilities available within the school. We will ask if our visitor/s require assistance during their visit to the school, and provide this where appropriate, i.e. assistance on arriving or the need for a 'Host' for the duration of the visit.

Internal access routes – Pupils and Staff

In addition to the above, pupils and staff have access to additional DDA toilets located in the main teaching areas of the building, together with a shower room. Corridors are appropriately sized to provide wheelchair access if needed. Some exit doors to playgrounds have been adapted to allow wheelchair egress/ingress. Pupils using wheelchairs, and pupils with other disabilities, are accompanied by an adult when accessing the toilet facilities. Any pupils with hearing impairments (dependant on the level of disability) will be 'buddied' by an adult whilst on the school premises. (Risk Assessments will be undertaken for pupils and staff as appropriate).

Playground/Recreation areas – Pupils and Staff

The playground is at ground level, with highlighted edging to certain areas, ensuring clearly visible steps. Picnic tables and chair units are also available for recreational purposes. There is access to the netball courts and other areas via highlighted steps. Ramp access is available also.

Staff Room

The staffroom is located off the main reception and can be accessed via three low stairs, or walkway. At present there is no wheelchair access, however if this became a requirement, a ramp would be installed. There is a door leading out to the car park but at the present time, this does not afford wheelchair access, however, the main entrance does provide a suitable access route from the staff room. A specific car parking place at the front of the building would be allocated to any disabled member of staff.

Staff Training / Awareness

Current staff have a sound understanding of and respond accordingly, to the needs of any pupils and visitors to the school who may have special needs. We have catered for parents and pupils who are wheelchair users, have physical, sight problems or hearing impairments amongst our community with respect and expectation of full participation as the norm in all aspects of school life. Staff have cared for and assisted all to go about their daily occupation with empathy and understanding gaining much themselves. However, it is recognised that a level of Awareness Training would be beneficial to teaching and support staff, and this has been included in the Action Plan produced with this report.

SUMMARY

Learning together, Free to Fly is our motto. Our prime aim is to enable all to access equality of provision at all levels and in all aspects of school life. We strive to continually improve both premises and accommodation to achieve this aim.

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with Infant school to review needs of year 2 cohorts	Identify pupils who may need additional or different provision	Annually in July	Headteacher SENDCo Year 3 teachers	Appropriate provision in place for start of each school year
To review all statutory policies to ensure that they reflect inclusive practice and procedure	Comply with the Equality Act 2010	Ongoing	Headteacher SENDCo Subject leaders	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents	Ensure collaboration and sharing between school and families Regular parent meeting opportunities Daily interaction available with school staff before and after school	Ongoing	Headteacher SENDCo All teachers	Clear collaborative working approach
To establish close liaison with outside agencies for pupils with on going health needs.	Regular liaison with the Occupational Therapist, Educational Psychologist and other health professionals	Ongoing	Headteacher SENDCo	Clear collaborative working approach
To ensure full access to the curriculum for all pupils	CPD for staff and <ul style="list-style-type: none"> • A differentiated curriculum • A range of support staff including trained teaching assistants • Use of technology to ensure curriculum accessible • Specific equipment sourced from occupational therapy 	Ongoing	All staff	Suggestions from external providers acted upon when appropriate and embedded as part of daily practice
To review the attainment	SENDco / Class teacher meetings /Pupil	Termly	Assessment leader	Progress made against IEP

and progress of all pupils with SEND	progress / Pupil Conferencing / Pupil Voice Regular formative assessment by class teachers, TAs and SENDCo Analysis of assessment data Regular liaison with parents		SENDCo Class teachers	targets On-going writing assessments Mid-year and end-of-year assessments show expected or greater than expected progress
To review the attainment and progress of more able pupils	Regular review of progress through book scrutiny and pupil conferencing Analysis of assessment data	Ongoing Following annual assessment cycle	Able pupils' leader Class teachers	Mid-year and end of year assessments show expected or greater than expected progress for able pupils
To promote the involvement of disabled pupils in classroom discussions/activities To take account of variety of learning styles when teaching	Provide alternatives to enable disabled pupils to participate successfully in lessons, including the use of technology Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.	Ongoing	Whole school approach	Planning reflects innovative strategies to make learning accessible to all pupils

Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can participate in the curriculum

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve the physical environment of the school	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	Headteacher Senior Leadership team Site Supervisor	Needs are met where possible

	Regular check of the school environment to identify any potential hazards or improvements			
Ensure visually stimulating environment for all children	Visually stimulating displays in classrooms and in communal areas of the school support learning	Ongoing	All staff	Positive learning environment which reinforces learning is maintained
Ensure all pupils with a disability are fully involved.	Create access plans for individual disabled children as part of IEP process as required Undertake survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events	Ongoing	Headteacher SENDCo Chair of Governors	Needs are met where possible
To ensure that the medical needs of all pupils are met fully within the capability of the school.	Liaise with parents/carers and external agencies to identify training needs and establish individual protocols where needed.	Ongoing	Headteacher SENDCo	Needs are met where possible
Ensuring disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled to drop off & collect children Arrange interpreters from the RNID to communicate with deaf Adopt a more proactive approach to	Ongoing	Headteacher Senior Leadership team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

	identifying the access requirements of disabled parents			
Continue to develop playgrounds and facilities	Identify funding opportunities and grants available	Ongoing	Headteacher Governors	Inclusive, child friendly play areas
To ensure driveway, roads, paths around school are as safe as possible	Communication with parents via safety messages /letters/walk to school week Regular supervision at peak times by Site Supervisor Bikeability for Year 5 / 6 children	Ongoing	Headteacher Senior Leadership Team Site Supervisor	Accidents reduced

Aim 3: To improve the delivery of information to disabled pupils and parents.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To ensure all pupils with ASC (autistic spectrum condition) have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASC children.	Ongoing	SENDCo Class teachers	Accessible curriculum
To review children's records ensuring school's awareness of any disabilities	Information collected about new pupils <ul style="list-style-type: none"> • SEND reviews • IEP meetings • Medical forms updated annually for all children • Education, Health and Care Plans as required for identified pupils • Significant health problems and allergies –children's photos displayed on staffroom notice board 	Ongoing throughout the year	Headteacher SENDCo Class teachers	Information shared effectively with staff ensures best possible provision for pupils
School's record keeping system to be reviewed and updated where necessary	Record keeping procedures regularly reviewed	Annually	Headteacher SENDCo Class teachers	Class teachers aware of disabilities of pupils in their class

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Checks to be undertaken in conjunction with daily/weekly building inspections (Site Supervisor)

Alarms/Access buttons/Toilet door locks

- Test all audible alarms fitted in DDA toilets and shower room, including fire alarm audibility from inside the area (weekly)
- Check main entrance access buttons fully functional
- Check infrequently used external door access buttons
- Check external door locks to DDA toilets and shower rooms (ensure fully functional to enable helpers to access if assistance has been called for)

Car Park/Pathways

- Ensure car park clear of debris
- Ensure disabled car parking spaces available at all times
- Ensure hedging and grass alongside main entrance to school is kept well trimmed and cut back
- Ensure line markings are clear and maintained

Classrooms/Corridors

- Repair/replace any damaged furniture, torn/damaged carpet/floor covering, faulty lighting
- Secure or remove loose cables

Common Parts

- Keep clear of obstacles
- Ensure directional/information signage in place

Doors

- Check for rough edges, damage (repair or replace as necessary)
- Check and secure any loose handles

Escape Routes

- Check and ensure all emergency escape routes and fire exit doors remain clear
- Check all emergency exit doors for ease of use, maintain hinges and door furniture on a regular basis

Lights

- Check all lights fully operational

Steps

- Ensure appropriate steps are highlighted and markings maintained on a regular basis
- Check steps, paving and other external surfaces, repair, make good any damage