

Shelton Junior School



Accessibility Policy and Plan

Written: November 2018

Review date: November 2021

Schools' Planning Duty

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. At Shelton Junior School the plan will form part of the Building Contents Survey and will be monitored by the Head teacher and evaluated by the Governing Body.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website.

Shelton 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.

Our Aims:

Our aim is to improve access as and where possible for disabled pupils, staff and visitors to the school and to make reasonable adjustments to accommodate their needs where possible and practical.

Shelton Junior School aims to treat all pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and will always look to increase access to education for all disabled pupils where and when required. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions. We aim to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment and take advantage of education associated services
- Improve the delivery of written information to pupils

This Accessibility Plan is not a standalone document, but should be considered alongside the following school policy documents:

- Disability Equality
- SEND Information Report
- Equal Opportunities
- Special Educational Needs and Disabilities (SEND) Policy
- Local Offer
- Safeguarding Policy
- Health and Safety Policy
- Staff related policies, e.g. risk assessments, Derby City Council Return to Work Procedures

We aim to ask about medical and special educational needs, as well as any concerns parents may have in early communication with new parents and carers. For parents and carers of children already at the school, we collect information on disability on a regular basis through discussions with parents and outside agencies.

Physical Environment

The physical environment is fully accessible for all uses and has good wheelchair access both indoors and outdoors. We have ramps in place at the main exit doors to ensure that wheelchair users can exit the building safely. We have rails where there are steps and slopes to access all aspects of the school grounds. The building is all on one level and so in general does not cause any particular difficulties. There are two disabled people's toilets located in the school and provision is made for individual children where needed within the classrooms such as individual toilet seats or TA support to help with catheter bags etc. Both the disabled people's toilets have a hand rail, an emergency pull cord and easy use taps. One of the toilets has a hoist in place. In addition the environment is continually enhanced through the school's building maintenance and redecoration programme laid out in the Site Improvement Plan.

Curriculum

With the support of parents and outside agencies, areas of the curriculum, for example PE are adapted to the needs of children in school with physical impairments. The school is aware that other issues may 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, and follow school policies and procedures to ensure that these are all dealt with effectively. Children in school who may have sight or hearing impairments will be assessed by the relevant professionals and their needs met by whatever means necessary such as placement in classroom, enlarged text/worksheets, use of vision domes, ipads as an alternative visual stimuli, headphones etc. All children's needs are individual and as a school we will have in depth conversations with parents, children and other professionals in order to ensure any changes to the curriculum which are needed happen swiftly and effectively.

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 to information is planned, and can be

accessed in different ways on request, should this be needed. Parents who may need school documents translated can request this and school will endeavour to do this swiftly.

Current Activities

Shelton Junior School has close working relationships with its feeder infant schools and thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and/or disability, working with Derby City SEND Team, outside agencies, Health Professionals and Educational Psychology Services. The SENCO manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional high needs top-up funding. We have strong systems in place to ensure that we meet the needs of all of our pupils including Provision Mapping, which identifies children and interventions. These are produced and reviewed regularly alongside whole school tracking systems.

All staff work together as a team to ensure strategies for improving pupils' behaviour and access to learning is effective.

The school also works closely with specialist services including:

- STePS (Specialist Teachers and Educational Psychology Services)
- ASD Specialists and Advisory Teachers
- Educational Psychology Service
- Sensory support for children with visual or hearing needs
- Parent Partnership Service - SENDIASS
- SALT (Speech and Language Therapy)
- LAC (Looked After Children)
- Family Learning Outreach Worker
- School nurse
- SPOA team
- EHA team

The school's governors, teachers, teaching assistants and mid-day supervisors have a wide range of training and experiences that allow for effective support throughout the day in the following areas:

- Hearing impairment
- Physical disability
- Visual impairment
- Specific medical conditions including asthma, eczema, diabetes
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- Autism
- Speech, language and communication needs (SALT)
- Emotional difficulties including attachment disorder or bereavement
- Developmental disorders, e.g. foetal alcohol syndrome

- *Profound and multiple difficulties including specific genetic disorders, e.g. Down's Syndrome*
- *Physiotherapy*

Please see the Local Offer and SEND Information Report for further information about the facilities and support currently on offer at the school, which can be found on the school website.

Review and Implementation

The Accessibility Policy is reviewed annually by the Governing Body and Headteacher. In addition, the Accessibility Plan will be reviewed three yearly by all relevant parties.

Data will be processed to in line with the requirements and protections set out in the General Data Protection Regulation.

This policy was written in: November 2018

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Governor: Angeline Thorne

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