

## School Accessibility Plan 2016-19

### **Schools' Planning Duty**

1.1. Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a Disability Equality Scheme to show how they will meet these duties.

1.2. According to the Act a disabled person is defined as someone "who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities." The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

1.3. This Accessibility Plan forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

1.4. In accordance with the Act the plan focuses on three 'key areas':

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

1.5. It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.

1.6. The plan is to be reviewed and updated at least every three years.

### **Schools Aims**

2.1. At World's End Junior School we are committed to establishing equality for all pupils, their parents/carers, staff and other users of the school. This is reflected in our school values, which state that World's End Junior School:

- Offers equal opportunities to all members of the school community.
- Celebrates and respects each other's differences.
- Have high expectations and ambitions for our children.
- Value all parties' opinions in decision making.

- Value the contributions of all stakeholders to continually improve standards and outcomes for our children.
- Value the community and continue to build upon strong relationships.

2.2. In drawing up this Accessibility Plan the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2.3. In addition, parents of children and young people with a disability were consulted to ensure all needs and areas of concern had been picked up.

2.4. As stated above, World's End Junior School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Disability Equality Policy
- Special Educational Needs
- Equal Opportunities
- World's End School's Special Educational Needs & Disabilities (SEND) Information Report
- World's End Junior School Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work

This plan itself will also be used to advise and inform other school planning documents and policies.

2.5. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

### **Current Good Practice which supports this duty**

3.1. The school's commitment to inclusivity has already been recognised by Ofsted who stated in the school's last inspection that:

*'Pupils who are disabled and those who have special educational needs, including those who are visually impaired, are fully included in the life of the school and make good progress due to the care and support they receive.'* Ofsted Inspection Report (January 2013)

### **3.2. Current Activities: increasing the extent to which disabled pupils can participate in the school curriculum**

3.2.1. World's End Junior School has close working relationships with World's End Infant School with 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.

3.2.2. The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with PSS, CAT, outreach services, health professionals and Educational Psychology Service, the Inclusion Lead manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

3.2.3. The school's Pastoral Manager also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

3.2.4. The school works closely with specialist services including:

- Advisory Teacher for Visual Impairment
- Educational Psychology Service
- Pupil and School Support (PSS)
- Communication Autism Team (CAT)
- GPs and paediatricians
- School Nurse Team
- ADHD Nurse
- CAMHS
- Sensory Support
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- Special School Outreach
- Other advisory services and charities

The school's governors, teachers, teaching assistants and meal-time assistants have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

- Visual impairment, including use of Braille
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- Hearing impairment
- Physical disability
- Specific medical conditions including asthma, eczema, ADHD, diabetes
- Autistic Spectrum Disorders
- Emotional difficulties including attachment disorder or bereavement
- Speech, language and communication needs (SLCN)

3.2.6. Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- Pastoral Manager
- Inclusion Leader
- Learning Mentors
- Thrive
- Sensory Room
- Speech & Language teaching assistant for S&L intervention, inc. social communication
- Educational Psychologist & Trainee Educational Psychologist
- Access to Special School Outreach
- iPads / technology
- Range of literacy and maths interventions
- Specific Learning Difficulties (SpLD) interventions, e.g. Toe by Toe
- Brailled resources and trained braillist
- Access to ALL extra-curricular activities and clubs, art enrichment groups, school visits, residential and peripatetic instrumental tuition and appropriate risk assessment
- Advice and support from School Nurse Team
- Medical Room and Paediatric First Aiders

- Use of diagnostic assessments, e.g. York Assessment of Reading Comprehension (Reading), Vernon Graded Spelling (Spelling), Sandwell (maths)
- Transition arrangements, planning and support

3.2.7. The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

### **3.3. Current Actions: improving access to the physical environment of the school**

3.3.1. This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

3.3.2. There are very few parts of the school to which disabled pupils have limited access to, however the lift is out of action so wheelchair access is limited to the ground floor. However, should the need arise we would accommodate any wheelchair users in classrooms on the ground floor. All our VI pupils have full access to all parts of the school with the support of an adult if required.

3.3.3. In addition, the environment is continually enhanced through the school's building maintenance and redecoration programme.

### **3.4. Current Actions: Improving the delivery of information to persons with a disability**

3.4.1. School staff are aware of the services available for converting written information into alternative formats.

## **4. Review and Implementation**

4.1. The Accessibility Plan is reviewed annually by the Governing Body. In addition, it will be reviewed three yearly by the Disability Equality Scheme Working Party following consultation with the larger school community, parents and School Council.

4.2. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

4.3. To allow the school to track progress and demonstrate how it is actively fulfilling its duty a copy of the school's plan will be attached alongside the school's next plan in 2017 in an appendix.

4.4. The actions will be shaded as follows:

- GREY for actions that are complete
- ORANGE for actions that are to be carried over to the next action plan
- GREEN for actions that are complete but require ongoing activity

4.5. This plan is available to view on the school's website.