

# **Ditton C.E. Junior School**

## **Accessibility Plan**



**Last agreed by Full Governing Body on 6 December 2016.**

**To be reviewed November 2019 but this was not done.**

**Review February 2021 and February 2022**

## Context

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.

At Ditton CE Junior School the Plan will form part of the school's development and will be monitored by the Headteacher and evaluated by Governors.

At Ditton CE Junior School we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We aim to challenge negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion. We are dedicated to working together to provide an inspiration and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment, both locally and globally.

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.

Ditton CE 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 vision is:

*We will provide a happy, safe and stimulating learning environment rooted in Christian values. We recognise that the potential of every child is limitless. We will enable children to serve and flourish by developing empathy, responsibility, perseverance and respect. We strive for excellence in order that our children can play and work together, overcome challenges, seek opportunities, and aim high.*

The school's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustment to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- 1) 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.

- 2) Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary.
- 3) Improve the delivery of written information to pupils, staff, parents and visitors with disabilities.
- 4) Ditton CE Junior School's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 5) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- 6) The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:-
  - a. Behaviour Policy
  - b. Curriculum Policy
  - c. Equal Opportunities Policy
  - d. Health and Safety Policy
  - e. School Prospectus/website
  - f. School Development Plan
  - g. SEND Policy
- 7) 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.
- 8) The Accessibility Plan will be published on the school website.
- 9) The Accessibility Plan will be monitored by the Governors and reviewed by the Premises Committee.
- 10) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan
- 11) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

### **Aims and Objectives**

Our Aims are:

- 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:

Ditton CE Junior school has eight classes and is situated in the heart of Ditton village.

We have pupils with a range of learning difficulties and communication disorders. This has involved us liaising with a variety of professionals to ensure the best possible education, within our power, for disabled pupils.

When children enter school with specific disabilities the school contacts the Local Authority professionals for assessment, support and guidance for the school and parents.

As a school we have a long history of teaching pupils with a wide range of Special Educational Needs and without exception, disabled pupils have been fully included in all aspects of school life.

The progress of disabled pupils is vigorously tracked and comparisons are made between the achievement and attainment of these children compared with their peers. This is monitored regularly each year by governors and staff.

### **Current Good Practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at school we collect information on disability as part of an annual data collection exercise.

### **Physical Environment**

Disabled pupils participate in extra curricular activities. Some aspects of extra curricular activities present particular 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 and potential Forest school inspired provision on site (under development Feb 2021).

Provision in exceptional cases will be negotiated when the child's specific needs are known. We have a wide range of equipment and resources suitable for the day to day use of children. We will constantly keep under review resource provision. The School Development Plan will be the vehicle for considering such needs on an annual basis.

### **Curriculum**

Some areas of the curriculum do present particular challenges and these are dealt with on an individual basis. For example, it might be difficult for disabled pupils to access the ITC Suite. In such cases provision will be made for the pupils to undertake ICT training in another area of the school, to ensure they are not disadvantaged. The school has a range of portable devices for these purposes.

Improving teaching and learning lies at the heart of any school's work. Through self review and continuous professional development we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities or school visits.

### **Information**

Different forms of communications are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned with a range of different formats available for disabled pupils, parents and staff.

Teachers will always need to be sensitive to presenting material to children in appropriate format, eg. reading aloud, interactive whiteboard presentations etc. should that be necessary. This is a core part of a teacher's work.

### **Access Audit**

The school was originally built in the 1960s, consisting of two buildings on two floors and has been added to over the years. One building includes six classrooms, one spare space and an ICT suite. The other building has two classrooms, a library/prayer room, a resource room, a school hall, head/Deputy and admin offices, a staff room and two small storage rooms off the hall.. In 2015/2016 ramps were installed to both buildings allowing access to all classrooms on the ground floor only and a disabled toilet installed in the main building for the use of pupils and adults. The school office is available from the front car park via another ramp, but is only accessible via steps from within the school building.

The school has emergency lighting and fire exits are clearly marked. Fire drills are done at least once each seasonal term.

AIM	Current practice	Areas for development	Who?	When?
<p><b>Increase curriculum access</b></p>	<p>Educational visits risk assessed to allow access for all</p> <p>Technology and visual timetables provided for those who need</p> <p>TAs and teachers trained to support individual needs</p> <p>Impact reviewed in assessment, pupil well-being surveys and tracked via three weekly pupil welfare meetings</p> <p>Sensory room and reflection/prayer room provide quiet space for children</p> <p>Range of activities and support for emotional well-being</p>	<p>Dyslexia friendly practice requires further training</p> <p>Zones of regulation to support emotional well-being post pandemic</p> <p>Additional High Needs funding applied for to bring greater expertise to support team.</p>	<p>SENCo</p> <p>SENCo/HT</p> <p>SLT</p> <p>RC</p> <p>SENCo</p>	<p>2021-22</p> <p>Terms 4-6 2021 the on-going</p> <p>Term 3 &amp; 4 21-22</p>
<p>Improve access and physical environment</p>	<p>Fire alarms and exits all functioning and well sited</p> <p>All doors have glass panels and are wide enough</p> <p>Low level counter at entrance</p> <p>Disabled toilet on ground floor</p> <p>Ramp access to most of building but see right ...</p> <p>Lift to upper floors unnecessary as we could move year groups if required.</p> <p>All lighting upgraded and reviewed</p>	<p>Fire exit steps 4AH refurbished</p> <p>Grip strips on stairs need remedial work</p> <p>No ramp from entrance hall to inside of front part of building</p> <p>No braille signage</p> <p>No hearing loop in entrance</p>	<p>Caretaker</p> <p>Costed by diocese 2020-21</p> <p>Costed by diocese at £90k</p> <p>Considered for 2021-22</p> <p>Considered for 2022-23</p>	<p>2020-21</p> <p>Scheduled from 2022-23</p> <p>Scheduled 2022-23</p> <p>To be actioned 2022</p> <p>Jan 2022</p>
<p>Communication with home</p>	<p>Communication has been improved with weekly updates to parents using website and parentmail</p> <p>New feedback and home learning platform – clasdojo has translate function for different languages</p>	<p>Parent surveys twice yearly to review response</p> <p>Parental Partnership award to be pursued</p>	<p>HT/DHT</p> <p>SLT</p> <p>SLT</p>	<p>Ongoing</p> <p>ongoing</p>

	<p>Also provides daily access for remote learners with feedback</p> <p>SENCo, support assistant and SLT support parents with form filling and accessing support such as Early Help, food banks etc.</p> <p>Classdojo introduced term 3 2020-21 to aid parental feedback</p> <p>Clear 'You said, we did' parent survey and notes introduced term 3</p>	<p>Greater support for SENCo to ensure hard to reach families and those in need have their needs met well.</p>	<p>SENCo</p> <p>SLT</p> <p>HT</p>	<p>HLTA contract part funded to support this from term 3 2020-21</p>