

Accessibility Plan



Merrydale Junior School

2018 - 2020

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Document Purpose

At **Merrydale Junior School** our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to in order to Be the Best You Can be! Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan 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 of progress of the Accessibility Plan over a prescribed period.

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 structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Objectives

Key Objective: To reduce and eliminate barriers of access to the curriculum; and to ensure full participation in the school community for pupils and prospective pupils with a disability.

Merrydale 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.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Merrydale Junior School's Accessibility 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 physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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.

Merrydale Junior School's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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.

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

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs and Disabilities Policy
- Teaching and Learning Policy

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 of 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.

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.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

This policy, having been presented to and agreed upon by the whole staff and Governing body is distributed for the information of

All teaching staff

All teaching assistants

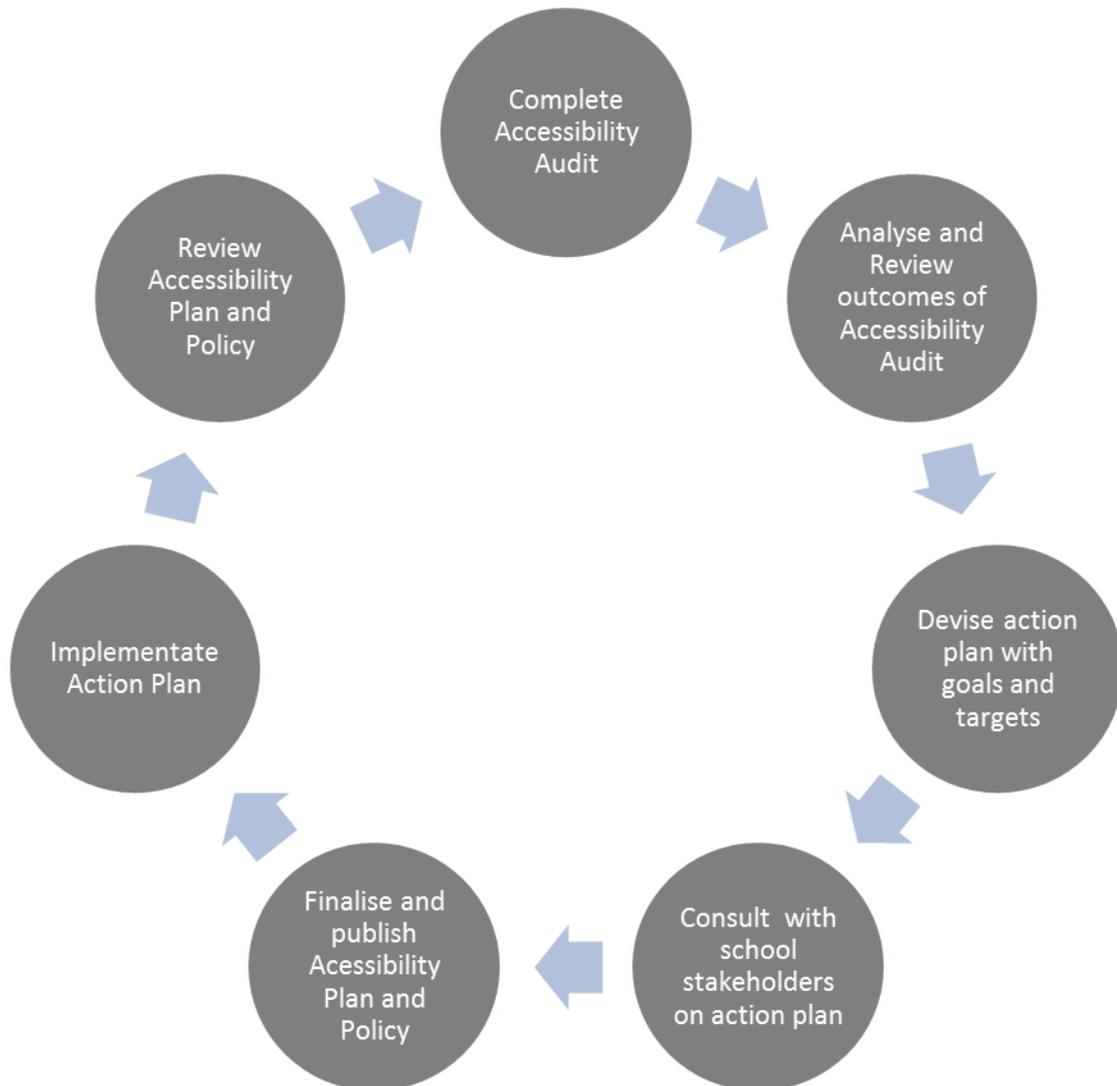
All school support staff

A copy of this policy is available for

- School governors
- External professionals
- OFSTED
- Parent
- Visiting teachers
- Other interested adults (psychological services etc.)

Accessibility Plan – Identifying Barriers to Access

The Accessibility Plan will run on a 3 year cycle and follow the planning process outlined below. If necessary **Merrydale Junior School** will carry out interim reviews within the 3 year cycle to ensure that the needs of new members of our school community are catered for.



IDENTIFYING BARRIERS TO ACCESS: A CHECKLIST

This checklist comprises of three sections. In the first, you are asked to consider whether the school environment in which you work is designed to meet the needs of all pupils and/or visitors, including those with SEN and/or disability. The second and third sections should be used to identify how your school delivers its curriculum and provides written materials in alternative formats and to provide a clearer picture of the barriers to access that exist in the school culture. This list is not exhaustive.

1= yes - completely, 2 = almost - working towards meeting the guidance, 3 = partially, 4 = not yet considered.

Physical Access	Score	Evidence / Action
Are your classrooms optimally organised for disabled pupils?	2	Some of the older parts of the building have very small classrooms, however the best use of space is used.
Does the size and layout of the areas including all academic, sporting, play, social facilities-classrooms, the assembly hall, library, playgrounds, common rooms allow access for all pupils	1	
Can pupils that use wheel chairs or mobility aids move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers	2	Internal doors would need to be held open. Old part of the building has narrower doorways. There is a disabled toilet and shower room in the main entrance of the building.
Are pathways of travel around the school sight and parking arrangement safe with routes logical and well signed	1	
Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disabilities, including alarms with both visual and auditory components	1	Alarms have a flashing light as well as the bell. PEP in place for key pupils
Are non-visual guides used, to assist people to use the buildings including lifts with tactile buttons	4	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		no
Are areas to which pupils should have access well lit?	1	
Are steps made to reduce background noise for those pupils with sensory needs such as considering a rooms acoustics and noisy equipment?	2	Audiological assessment completed on one classroom due to poor acoustics – this is no longer used as a classroom.
Is furniture and equipment selected, adjusted and located appropriately?	1	Different year groups have different size furniture. Foot rests are used for those who struggle with chair height within Year 3
Are quiet rooms/calming rooms available to children who need this facility?	1	Pastoral support room is fully accessible to all
Are car park spaces reserved for disabled people near the main entrance?	1	However these are used for staff/visitors

Are there any barriers to easy movement around the site and to the main entrance?	No	
Are steps needed for access to the main entrance? Y/N Do all those steps have a contrasting colour edging?	No	Main entrance is at ground level. Stairs to the upstairs classrooms are colour contrasted.
If there are steps, is a ramp provided to access the main entrance?	N/A	
Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?	N/A	
Is it possible for a wheelchair user to get through the principal door unaided? Y/N If no, is an alternative wheelchair accessible entrance provided?	Y	Main entrance and door way into main building are electric, with accessible button to open back out in main foyer.
Do all internal doors allow a wheelchair user to get through unaided?	No	
Do all the corridors have a clear unobstructed width of 1.2m?	Yes	
Does the school have a wheelchair accessible toilet?	Yes	
Does the block have accessible changing rooms/shower facilities?	Yes	
How many storeys in the block? Tick appropriate box: a = single storey throughout b = single storey with some split level parts c = single storey with some 2/3 storey parts d = mainly 2 or 3 storey?	C	
If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?	Yes	
Is there a continuous handrail on each internal stair flight and landing?	Yes	
Does the block have a lift that can be used by wheelchair users?	No	
Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	Yes	An adult would need to accompany them due to needing the doors opening – plan in place for this

Access to the Curriculum	Score	Evidence / Action
Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	1	On going cycle of SEND training across the Trust
Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	1	
Is teaching and the curriculum appropriately differentiated to meet individual needs so that children and young people make good progress?	1	
Are there a variety of activities planned for and implemented, including discussion, oral presentation, writing, drawing, problem solving, use of library, audio-visual materials, practical tasks and information	1	

technology?		
Do lessons provide opportunities for all pupils to achieve and succeed?	1	
Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	1	This, at times, is tailored to the need of individual pupils
Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	1	
Are all staff encouraged to recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?	1	
Do you provide access to appropriate technology for those with disabilities?	1	
Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	1	
Are there robust transition arrangements for pupils coming into and leaving the school, (including transition into Early Years and transition to secondary placements)?	1	
Are there high expectations of all pupils behaviour ?	1	
Are pupils equally valued?	1	
Are School policies reviewed, updated in accordance with legislation and shared with all stake holders eg. Anti bullying, SEND policies, health and safety, Behaviour etc	1	

Information Access	Score	Evidence / Action
Do you provide information in simple language, symbols, large print, on audiotape or in braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	2	- Not currently in braille. Translators are available for phone calls, letters and parents evenings.
Do you ensure that all information is presented to groups in a way which is user friendly for people with disabilities eg. By reading aloud, over head projector and describing diagrams.	1	
Do you have facilities such as ICT to produce written information in different formats?	2	
Do you ensure all staff are familiar with technology and practices developed to assist people with disabilities?	2	On going training for meeting needs across the Trust
Are the 'responsible body' aware of their duties and responsibilities under DDA?	1	

Accessibility Plan Key Recommendations

Physical access	Improve the physical environment of schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services provided or offered by the school
Curriculum access	Continue to develop Pupils, Parent/Carers and Staffs awareness and understanding of disability Continue to improve the extent to which disabled pupils are able to participate in the school curriculum through adaptations, resources and ICT.
Information access	Improve the delivery to disabled Pupils, Parents and Carers of information readily accessible to pupils who are not disabled. (This must be delivered within a reasonable time and in ways that are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents).

Access Plan- Physical Access

Time Scale	Targets	Activities	Outcomes	By when	Who	Success criteria
Short term	To have lockers allocated to children in order to ensure clearer access within the classrooms	Areas for access are clutter free Equipment is stored safely Children are allocated a locker	Pupils to store personal belongings in lockers in the corridors Classrooms are clearer for access	Spring 2018	SLT	Classrooms are clear
Medium term	To have blinds fitted in the Year 4	To cost up blinds being fitted and/or repaired inn	To eb able to allow the whiteboard to be more	Summer 2019	Premises officer SLT	Blinds to be fitted in Year 4 classrooms

	classrooms	Year 4 classrooms	visible to all children. To allow the day light in and be able to block the light when required			
Long term	To be able to access the main gates via a buzzer and/or automated system.	Investigate access to the main school entrance gate. Contact companies regarding cost	To be able to have a main buzzer on the gate to allow accessibility to all but also to ensure increased safety for the site.	Summer 2020	SLT Business manager	

Access Plan- Curriculum Access

Time Scale	Targets	Activities	Outcomes	By when	Success criteria
Short term	Termly training for Staff in meeting the needs of pupils with SEND	Continued training and professional development Specific training accessed when individual needs arise.	To have a rolling SEND CPD training program Staff are well equipped and feel confident in meeting the needs of all learners	On going	All pupils needs are met Staff feel skilled in meeting the needs of all pupils.
Mediu	Training for	<ul style="list-style-type: none"> Seek advice and relevant 	<ul style="list-style-type: none"> Staff know how to check 	ongoing	Inclusive

m term	teachers and support staff about supporting and understanding the needs of child with Hearing Impairments/Visual Impairments and Speech and Language Difficulties	<p>course form the Teams</p> <ul style="list-style-type: none"> • Identified Staff attend relevant training 	<p>and use appropriate equipment eg, Hearing Aids</p> <ul style="list-style-type: none"> • Information is shared with other staff in school • Provision in place for identified children 		practice in School ensures the curriculum is accessible to all.
Long term	To ensure the school develops children's awareness of disability.	<ul style="list-style-type: none"> • Funding Raising days to support local and national charities • Awareness days in school – no pens Wednesday (Dyslexia), ASD • To improve children's awareness through whole school assemblies and class assemblies and circle time • Selection of books and articles that raise awareness of disabilities • Celebrate 	<ul style="list-style-type: none"> • Children are aware of and accepting of disabilities • Have a good understanding and respect 	ongoing	All staff, children and parents/carers are aware of disability's

		successes – Para Olympics, sporting, art etc			
	To complete a 'Communication Friendly School' Audit	Audit is completed by Speech and Language Therapy Service (EPIC) with staff and actions identified.	<ul style="list-style-type: none"> • School is working towards being wholly Communication Friendly • Staff and pupils feel confident and supported within a communication friendly environment. 	AUDIT is completed termly	Ongoing

Access Plan- Information Access

Time Scale	Targets	Activities	Outcomes	By when	Success criteria
Short term	To ensure parents/carers have equal access to information provided by school – written material in a range of formats	<ul style="list-style-type: none"> • All documentation is offered in larger print for visually impaired • Text messages and/or phone class offered to parents 	<ul style="list-style-type: none"> • Parent/Carer letters and information is modified accordingly, and accessible to all • Website is accessible to all and easy to navigate 	Autumn 2018	Information for Parents/Carers and pupils is accessible to all.

		<ul style="list-style-type: none"> • Letters typed in Dyslexia Friendly Font and size 12 or above • Ensure school website is accessible – font, colours etc 			
Medium term	Use alternative and different forms of communication in school	<p>Invest in software and resources to support communication</p> <p>Train staff in different communication methods</p> <p>Training for staff in SLCN</p>	<p>Software and resources are available to aid communication</p> <p>Staff are trained in understanding, developing and supporting children's communication in school</p>	Summer 2019	<p>Communication is improved</p> <p>All children and staff feel they can communicate effectively.</p>
Long term	Survey the quality of communication with parents and carers in order to improve it within the school	<p>Send out questionnaires to parents</p> <p>Family Link worker to meet with parents and ask opinions</p>	Communication between home and school is improved and continues to evolve	Summer 2020	<p>Parent/Carers feel listened to and part of the process</p> <p>Any issues are addressed and action is taken by the school.</p>