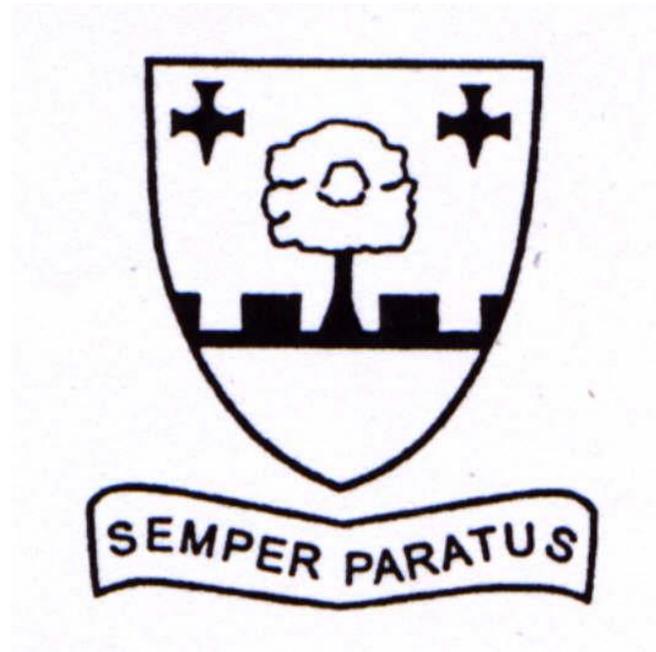


ELMWOOD JUNIOR SCHOOL



ACCESSIBILITY PLAN

Issue 3

ELMWOOD JUNIOR SCHOOL
ACCESSIBILITY PLAN- 2015-2018

We believe that this Accessibility Plan is compliant 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 on progress of the Accessibility plan over a prescribed period.

1. The Elmwood Junior School Accessibility Plan has been drawn up based upon information supplied by the Local Authority (LA), and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan was updated in 2010 to reflect new statutory requirements for the setting of Equality Objectives.
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 LA will monitor the school's activity under the Equality Act 2010 and will advise upon the compliance with that duty.
3. 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 are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
4. Elmwood Junior School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - 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;
 - 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 those without a disability; (If the school fails to do this we will be in breach of our 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 the delivery of information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks, website and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and information.
6. 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.

7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum
 - Equality Policy and objectives
 - Health & Safety Policy
 - Inclusion Policy
 - Special Educational Needs and Disability Policy
 - Behaviour Policy
 - School Improvement Plan
 - School Brochure and Mission Statement
 - Teaching and Learning Policy
8. The Accessibility Plan will be published on the school website.
9. The Accessibility Plan will be monitored through the Governing Body Curriculum Committee.
10. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to the Equality Act 2010

Elmwood Junior School Accessibility Plan 2015-2018

Improving the Physical Access at Elmwood Junior School

Objectives	Strategies	Timescale	Lead	Success Criteria	Progress towards objectives
Provision for pupils with walking difficulties to be allocated ground floor classrooms for easy access.	Availability of ground floor classroom for classes who have pupils with walking difficulties/disabilities.	Ongoing and as necessary	Head Teacher	Pupils with walking difficulties have the opportunity to access the classrooms.	Pupils with walking difficulties have been allocated ground floor classrooms.
Provision of ramp for wheelchair access to the biodome.	Ramps to enable wheelchair access into the biodome.	2016	Head Teacher	Staff, visitors and pupils are able to access the biodome with ease.	Achieved
Ongoing - All educational visits to be accessible to all.	Develop guidance for staff on making trips accessible for all. Ensure each new venue is vetted for appropriateness. Provision of private taxi for pupils with walking disability to be taken on trips.	As necessary	Head Teacher Equalities Co-ordinator	All pupils in school able to access all educational visits and take part in a range of activities.	
Provide a space for disabled parking.	Disabled parking bay to be painted and clearly marked out.	2015	Head Teacher	Disabled parking bay is visible at all times. Ambulances, taxis, disabled pupils and staff have easy access.	Achieved
Provision of a downstairs room for meetings with parents/carers and visitors.	Availability of ground floor room for meetings with parents/carers and visitors who have walking difficulties/disabilities.	Ongoing and as necessary	Special Educational Needs Co-ordinator (SENCo)	Meetings are accessible to all parents/carers and visitors.	A downstairs room is always available for meetings with parents/carers and visitors who have walking difficulties/disabilities.
The school is aware of the	To create access plans for	As necessary	SENCo	The access needs of pupils,	

access needs of disabled pupils, staff, governors, parent/carers and visitors.	individual pupils as part of the Individual Health Plan (IHP) process when required. Be aware of staff, governors and parents' access needs and meet as appropriate. Consider access needs during recruitment process.		Head Teacher	parents, staff, governors, visitors and parents/carers are met through individual plans as appropriate.	
Improve signage and external access for those with visual/hearing impairment.	Place a new system on external gate which flashes/beeps. Install flashing light and braille pad on main entrance gate.	2015	School Business Manager	Improved access to the school site for those with visual/hearing impairment.	Achieved

Elmwood Junior School Accessibility Plan 2015-2018

Improving the Curriculum Access at Elmwood Junior School

Targets	Strategies	Timescale	Lead	Success Criteria	
Induction training to include information about provision for SEN and disability.	New teachers and Learning Support Assistants (LSAs) to receive training to support pupils' access to the curriculum	As new teachers and LSAs join the school.	SENCo Speech and Language Therapy Co-ordinator (SALTCo)	Induction training materials have been created and have been delivered to new teachers and LSAs.	All new teachers and LSAs receive training about provision for pupils with SEN and disability as part of the annual induction process every September and as and when any new teacher or LSA joins the staff.
Increase in access to the National Curriculum for pupils with Special Educational Needs and Disabilities (SEND).	Undertake an audit of staff training requirements. Training for teachers on differentiating the curriculum to meet the needs of pupils with SEND.	Ongoing	SENCo, SALTCo, Maths and English Coordinators	All teachers are able to more fully meet the requirements of children with SEND with regards to accessing the curriculum. All differentiation is adapted into lesson plans and delivered through Quality First	

				Teaching	
Staff are confident in identifying and meeting the needs of pupils with Autistic Spectrum Disorder (ASD), and social, emotional and mental health difficulties and other specific learning difficulties.	Undertake an audit of staff Special Educational Needs (SEN) training requirements. Training so that staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom (linked to outcome of audit). Specialist outreach provision from external agencies. Therapy from outside agencies and Emotional Learning Support Assistant (ELSA) sessions for individuals with specific needs. Provide a range of resources for pupils with ASD and sensory and motor issues. E.g. fidgets, individualised timetables etc.	Autumn 2016 and the start of each academic year for relevant staff	SENCo SALTCo Equalities Co-ordinator	All staff have a wider knowledge of how to include children with SEND in the curriculum and all children with ASD and specific learning difficulties are successfully included in all aspects of the school life. Pupils to have access to resources which will enable them to be included within the curriculum and support specific needs.	
Raise awareness of Equality and Disability issues amongst pupils and staff.	Provide training for staff, pupils and parents. Outside agencies to provide information and training on a range of disabilities to the pupils and staff. Hold class sessions each term focussing on a different disability issue. Whole school assemblies. Circle time PSHE syllabus taught throughout school. Resources to support teaching and learning reflect school community and beyond. School Council meetings to include issues relating to Disability.	Ongoing Disability Discrimination Act (DDA) sessions every term	Equalities Co-ordinator PSHEEC Co-ordinator	Whole school community demonstrates a greater awareness and understanding of issues relating to equality, disability and access. Staff and pupils have a wider knowledge of the range of disabilities people can have. Outside visitors/organisations have given appropriate information and training to staff and pupils.	
Review of LSA deployment to	Adult support is available	Reviewed regularly	SENCo	Children who need	LSA deployment is reviewed before

support children with particular needs including those with SEND.	<p>during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities.</p> <p>In review meetings with LSAs establish priority of support for children with SEND.</p> <p>LSAs to liaise with class teacher and SENCo for additional resources and training to meet the needs of the children they specifically work with.</p> <p>Training for LSAs to help them meet the needs of the children they are working with.</p>		SALTCo Deputy Head Teacher Head Teacher	individual adult support to participate in some activities have access to this support.	<p>September each year to ensure support is in place for pupils with particular needs.</p> <p>Training is held throughout the year by the SENCO about meeting the needs of pupils with SEND.</p>
More effective use of support for pupils with SEND.	To analyse assessment data and track pupils with SEND who are not making progress at expected levels.	Ongoing	Senior Leadership Team (SLT) SENCo	The impact of support is evaluated. Pupils receive effective support in accessing the curriculum.	
To use technology effectively to support access to the curriculum for pupils with SEND.	<p>Train staff on appropriate software to support access and help identify needs:</p> <p>Communicate: In Print software (SALT training)</p> <p>Lucid Rapid Dyslexia Screener</p> <p>Ipap apps</p>	2016-17	SALTCo SENCo Computing Co-ordinator	Pupils will benefit from differentiated apps and software to support their learning.	Spring 2017 – Lucid Rapid Dyslexia Screener has been introduced and is being trailed across the school.
Develop links with local special schools to improve the support for pupils with SEND to access the curriculum.	Arrange opportunities for outreach support from specialist schools. Staff to observe specialist SEND provision.	Ongoing	SENCo	Improved links with local schools. Increased awareness of SEND teaching for staff.	School has accessed support from specialist schools depending on need, such as Chaffinch Brook.
Develop visual timetabling in all classes.	SALT co-ordinator to liaise with commissioned SALT to develop and share visual timetable to be used throughout the school.	Ongoing	SALT Co	All pupils using their visual timetables and secure about what is happening for them in the day.	<p>The SALTCo created visual timetable resources for every class and gave out to teacher – Autumn 2016.</p> <p>Teachers will be reminded about visual timetables every September.</p>
Ensure extended school activities are accessible to all	Allocate staff and resources to support pupils with additional	Ongoing	Office staff SENCo	Greater range of groups participating in	

pupils	needs to access clubs and extended school activities.			extended services.	
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Elmwood Junior School Accessibility Plan 2015-2018

Improving the Delivery of Information at Elmwood Junior School

Targets	Strategies	Timescale	Lead	Success Criteria	
Improve methods of communication with parents/carers, visitors, pupils, governors and staff.	Send out survey to parents/carers regarding the quality of communication. Identify communication needs of parents/carers, visitors, pupils, governors and staff and put in place the most appropriate form of communication (e.g. email, phone calls, face to face, etc). Review and implement new systems for sharing information with parents digitally (e.g. Google Rooms to replace Fronter).	Summer 2017 By September 2017	Office staff SENCo Headteacher Computing Co-ordinator	School is more aware of the opinions of parents and acts on this. The school uses a range of methods to communicate effectively with parents/carers, visitors, pupils, governors and staff. The school has digital reporting methods in place.	
Make information about school procedures and practice relating to SEN and disability available to parents/carers.	Publish the SEN Information Report (SIR) on the school's website and make available in paper format. Consult parents on the contents of the SIR and how easy it is to understand.	Ongoing Spring 2017	SENCo SALTCo	Parents/carers will have a wider knowledge of SEN and disability needs and issues.	The SIR is published on the school website and is reviewed every September. In Spring 2017 the SENCo and SALTCo held a parent/carer meeting to seek their views about the contents of the SIR and how easy it is to understand. Feedback was mostly positive and prompted an amendment to the report.
Provide information about SEND for parents/carers on the school website.	Create school web page providing information about SEND and consult parents about the contents.	Summer 2017	SENCo SALTCo	Parents/carers will be able to access information about SEND via the school's website.	

REVIEW of Elmwood Junior School Accessibility Plan 2010-2013**Improving the Physical Access at Elmwood Junior School****Physical Access**

Targets	Strategies	Timescale	Lead	Success Criteria	Review
Provision of a disabled toilet	Disabled toilet on the ground floor of the school accessible for adults and pupils.	2010-2011	Head Teacher	Pupils and adults have access to a disabled toilet.	Achieved
Provision of soundfield system	Extended soundfield system placed into 5 rooms.	2010-2011	Deputy Head Teacher	Pupils and staff with hearing impairments are able to hear with greater ease.	Achieved
Provision for pupils with walking difficulties to be allocated ground floor classrooms for easy access.	Availability of ground floor classroom for classes who have pupils with walking difficulties/disabilities.	As necessary	Head Teacher	Pupils with walking difficulties have the opportunity to access the classrooms.	Ongoing provision based on pupil's needs
Provision of private taxi for pupils with walking disability to be taken on trips.	Taxi provided and paid for by the school for pupils who have walking disabilities.	As necessary	Head Teacher	Pupils with walking disability able to go on school trips	Ongoing provision based on pupil's needs
Provision of visual tape on the front of each step to enable visually impaired children the ability to see the edge.	Yellow tape is fixed to each step to allow visually impaired pupils and adults to see the edge of the step.	2013	Head Teacher	It is safer for those with visual impairments to walk around the school	Achieved – colour contrast strip fitted onto internal staircases
Provision of ramp for wheelchair access.	Ramps to enable wheelchair access into the school. Part of major refurbishment of entrance.	2010-2011	Head Teacher	Staff, visitors and pupils are able to access the entrance and reception area with ease.	Achieved

Improving the Curriculum Access at Elmwood Junior School

Curriculum Access

Targets	Strategies	Timescale	Lead	Success Criteria	Review
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements Increase in access to the National Curriculum. All differentiation is adapted into lesson plans.	Autumn Term 2013	Year Leaders	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Training has been delivered, though this is ongoing. Monitoring by the SENCO through classroom observations shows that teachers are differentiating lessons effectively and providing appropriate support.
Training for staff in the identification of and teaching children with Autistic Spectrum Disorder (ASD) and other specific learning difficulties.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. Undertake an audit of staff Special Educational Needs (SEN) training requirements All staff attend appropriate training. Outreach provisions from external agencies.	Ongoing	SENCo Equalities Co-ordinator	All staff have a wider knowledge of how to include children with SEN in the curriculum and all children with ASD are successfully included in all aspects of the school life. Specific Learning Support Assistant (LSA)s have taken part in Dyslexia and Speech and Language training	Training has been delivered, though this is ongoing
Resources and provision for pupils with SEN and social, emotional and behavioural difficulties to help with their learning needs. Specific resources and sessions for children with ASD and behavioural difficulties.	Art therapy from outside agencies and Emotional Learning Support Assistant (ELSA) sessions for individuals with specific needs. A range of resources for pupils with ASD and sensory and motor issues. E.g. weighted dog	From 2011	SENCo	Pupils to have access to resources which will enable them to be included within the curriculum and support specific needs.	Systems are in place to identify the individual needs of each child and resources are allocated accordingly. Regular reviews take place to ensure that provision meets the needs of each pupil.

All out-of-school activities are planned to ensure the participation of the whole range of pupils.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. Review all out-of-school provision to ensure compliance with legislation.	2010-2013	Extra-Curricular coordinator	Increase in access to all school activities for all disabled pupils. British Sign Language Club will raise awareness of hearing impairment.	Risks assessments are completed for each activity and resources/arrangements are put in place to ensure every child can participate.
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	As necessary	Class teachers	Increase in access to the National Curriculum.	Individual plans are put in place to facilitate access to the curriculum, participation and independence (through SEN Support Plans, IHPs and Education Health and Care Plans (EHCPs) /statements)
Training for Awareness Raising of Equality Issues.	Provide training for staff, pupils and parents. Whole school community aware of issues relating to access. Outside agencies to provide information and training of a range of disabilities to the pupils and staff.	Ongoing DDA required sessions every term	Equalities Co-ordinator	Staff and pupils have a wider knowledge of the range of disabilities young people can have. Outside visitors/organisations have given appropriate information and training to staff and pupils.	Termly lessons focussing on different aspects of DDA were carried out.
Ensure all children on SEN register have a provision map in place. Provision maps for all children on the SEN register.	Provision map is up to date and forms a key part of the planning and assessing process for all staff.	Reviewed every term	SENCo	Pupils with SEN are included in their learning of the curriculum. Provision maps in place and highlighted to support the needs of individual children.	Provision maps in place for all pupils on the SEN register and reviewed termly.
Review of LSA deployment to support children with particular needs. Including the children with special educational needs and learning difficulties.	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities. In review meetings with LSAs establish priority of support for children with SEN and learning difficulties. LSAs to liaise with class teacher and SENCo for	Reviewed regularly	SENCo Deputy Head Teacher	Children who need individual adult support to participate in some activities have access to this support.	LSA deployment targeted to support pupils with particular needs and enable access to activities and learning.

	<p>additional resources and training to meet the needs of the children they specifically work with.</p> <p>Training for LSAs to help them meet the needs of the children they are working with. Whether by SENCo or outside agencies.</p>				
<p>Improve range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties.</p>	<p>Employment of specialist support assistants with skills and expertise.</p> <p>Specialists are used to work with pupils or provide training for staff.</p>	<p>Summer 2012 and ongoing.</p>	<p>SENCo Head Teacher</p>	<p>Pupils are more able to access the curriculum regardless of their learning difficulties and disabilities.</p> <p>Specialised support and resources are used to meet the needs of children with a disability and special educational needs.</p>	<p>The school recruits specialist expertise and training is provided to give staff specialist skills (e.g. ELSA, LSA with responsibility for behaviour). Specialist services such as Art Therapy were commissioned to support children with special needs and disabilities.</p>

Elmwood Junior School Accessibility Plan 2010-2013

Improving the Delivery of Written Information at Elmwood Junior School

Targets	Strategies	Timescale	Lead	Success Criteria	Review
<p>The school moves towards an electronic method of reporting to parents.</p>	<p>The school has explored electronic reporting methods and is knowledgeable about best practice.</p>	<p>By 2013</p>	<p>Office staff</p>	<p>The school has electronic reporting methods in place. These include a texting service and Fronter.</p>	<p>The school communicates with parents using a texting service and Fronter was used to share information.</p>
<p>Raise the awareness of adults working at and for the school on the</p>	<p>Arrange training courses. Weekly LSA meetings run by senior members of staff. Awareness of target group raised. e.g. SEN</p>	<p>2010-2013</p>	<p>Assistant Head Teacher</p>	<p>School is more effective in meeting the needs of pupils.</p>	<p>Regular LSA meetings focussed on the importance of good</p>

importance of good communications systems.					communication with parents and pupils.
Make available school brochures, school newsletters and other information for parents in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it. Survey will be used to gain parent/carer opinions.	By 2013	Head Teacher	Delivery of school information to parents and the local community improved. All school information available for all.	As required
Availability of written material in alternative formats. The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	By 2013	Head Teacher	Delivery of information to disabled pupils improved. Pupils with dyslexia have coloured films to place over texts to help reading.	As required
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents/carers regarding the quality of communication.	Summer 2012	Deputy Head Teacher	School is more aware of the opinions of parents and acts on this.	To be completed 2016/17
Make available school information for parents/carers based on SEN and disability.	Provide leaflets for parents on a range of SEN and disability information in bases with current practices. E.g. How to help your child with reading at home with dyslexic tendencies. Awareness of disability training and information after DDA information from outside visitors.	Ongoing	SENCO	Parents/carers will have a wider knowledge of SEN and disability needs and issues.	Leaflets containing information about SEN and disability were available to parents. SEN Information Report now available on school website.