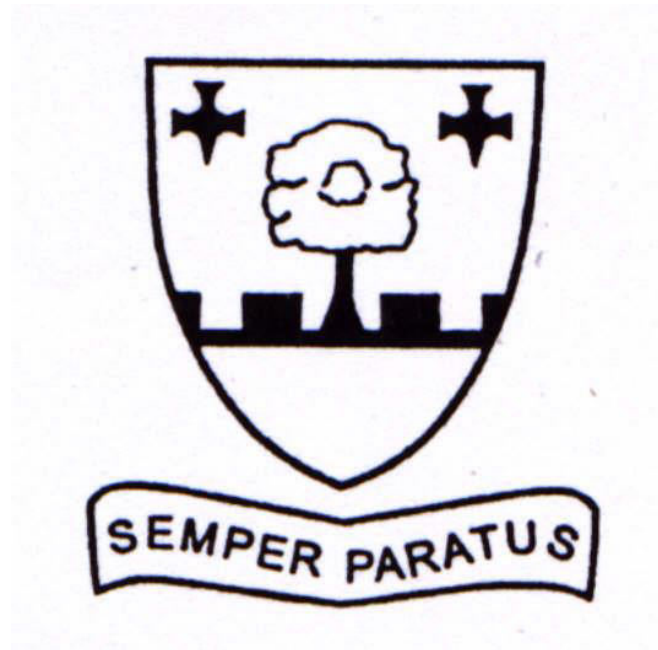


# ELMWOOD JUNIOR SCHOOL



## *ACCESSIBILITY PLAN*

Issue 5

**ELMWOOD JUNIOR SCHOOL**  
**ACCESSIBILITY PLAN- 2016-2019**

*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.
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 the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered– this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
  - Increase the extent to which disabled pupils can participate in the school curriculum 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 2016-2019

### Improving the Physical Access at Elmwood Junior School

<b>Objectives</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Lead</b>	<b>Success Criteria</b>	<b>Progress towards objectives</b>
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.	Provision has been put in place to ensure that educational visits are accessible to all. For example transport provided by the school for pupils with mobility difficulties or medical needs, activities at Year 6 residential trip adapted to enable inclusion. This is ongoing.
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 access needs of disabled pupils, staff, governors, parent/carers and visitors.	To create access plans for individual pupils as part of the Individual Health Plan (IHP) process when required.	As necessary	SENCo Head Teacher	The access needs of pupils, parents, staff, governors, visitors and parents/carers are met through individual plans as appropriate.	IHPs are created as required when pupils join the school. This is done in partnership with parents and relevant medical staff. IHPs are reviewed

	<p>Be aware of staff, governors and parents' access needs and meet as appropriate.</p> <p>Consider access needs during recruitment process.</p>				<p>annually by the parents, medical staff, SENCO, Pupil Welfare and Data Manager as necessary.</p> <p>New staff and governor starter forms collect information about disabilities and access needs and relevant arrangements are put into place as required.</p>
<p>Improve signage and external access for those with visual/hearing impairment.</p>	<p>Place a new system on external gate which flashes/beeps.</p> <p>Install flashing light and braille pad on main entrance gate.</p>	2015	School Business Manager	<p>Improved access to the school site for those with visual/hearing impairment.</p>	Achieved
<p>Make amendments to physical environment to improve access for a pupil with visual impairment.</p>	<p>Specialist Habilitation Officer (SHoVI), Visual Impairment Service, to carry out environmental audit and make recommendations.</p> <p>School to review recommendations and implement as necessary.</p>	2019	SHoVI SENCo Head Teacher	<p>Pupil with visual impairment is better able to navigate around school and access the building more easily.</p>	<p>The SHoVI has carried out the environmental audit and made recommendations to improve navigation around the school environment.</p> <p>The SENCO and Head Teacher have reviewed the recommendations and are seeking quotes for the works which involve highlighting particular features (such as steps) to improve visibility.</p>

## Elmwood Junior School Accessibility Plan 2016-2019

### 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 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	<p>In order to increase access to the national curriculum: An audit of staff training requirements was undertaken in the Autumn Term. In response the SENCO attended training about supporting pupils with dyslexia which has been shared with staff. She is planning to carry out refresher training about dyslexia for staff again in the Autumn term 2018. The SENCo has carried out training on</p> <p>During 2017-18 the commissioned Speech and Language Therapist carried out training for teachers and LSAs about supporting vocabulary development.</p> <p>She has also carried out the following:            - 19/9/19 Pre-teaching vocabulary refresher staff meeting focussing on strategies to support vocabulary development at a universal level            - 4/12/19 – Social stories staff meeting, to support pupils with ASD/social communication needs            - 20/3/19 Developmental Learning</p>

					<p>Disorder training.</p> <p>The SENCO shared 'Mainstream school offer for the inclusion of pupils with special educational needs and disability in Croydon' document (Autumn 2018 &amp; 19) providing guidance on description of needs and associated features, impact and expected arrangements through QFT and additional SEND support.</p> <p>The SENCO explained new NHS SALT referrals process (through termly SALT Advice Clinics) and shared Speech and Language checklist to help teachers identify language and communication difficulties and make appropriate referrals.</p>
<p>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.</p>	<p>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.</p>	<p>Autumn 2016 and the start of each academic year for relevant staff</p>	<p>SENCO SALTCo Equalities Co-ordinator</p>	<p>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.</p> <p>Pupils to have access to resources which will enable them to be included within the curriculum and support specific needs.</p>	<p>The school has accessed outreach support from Chaffinch Brook specialist school for 2 pupils with social communication difficulties. The SENCO is planning training on ASD for teachers and LSAs in Autumn 2018.</p>

<p>Raise awareness of Equality and Disability issues amongst pupils and staff.</p>	<p>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.          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.</p>	<p>Ongoing Disability Discrimination Act (DDA) sessions every term</p>	<p>Equalities Co-ordinator           PSHEEC Co-ordinator</p>	<p>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.</p>	<p>The DDA Lead has ensured regular lessons are carried out to raise awareness of different disabilities.           School to apply for Equalities Mark, led by the DDA Lead.           The school council worked with a Year 6 pupil (Summer 2019) with a life limiting medical condition to raise money for DEBRA - Epidermolysis Bullosa (EB) charity.           A Year 6 pupil with EB led an assembly for Upper School sharing information about his condition and how it affects him. This was filmed for television and aired during Summer 2018.           A Teacher of the Visually Impaired carried out a whole school assembly to raise awareness about visual impairment in Autumn 2018.</p>
<p>Review of LSA deployment to support children with particular needs including those with SEND.</p>	<p>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 SEND.           LSAs to liaise with class teacher and SENCo for additional resources and training to meet the needs of the children they specifically work with.           Training for LSAs to help them meet the needs of the children they are working with.</p>	<p>Reviewed regularly</p>	<p>SENCo          SALTCo          Deputy Head          Teacher          Head Teacher</p>	<p>Children who need individual adult support to participate in some activities have access to this support.</p>	<p>LSA deployment is reviewed before September each year to ensure support is in place for pupils with particular needs.           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.	The school has been trialling the use of SIMs to monitor the impact of additional support for pupils with SEND.
To use technology effectively to support access to the curriculum for pupils with SEND.	Train staff on appropriate software to support access and help identify needs: Communicate: In Print software (SALT training) Lucid Rapid Dyslexia Screener Ipad apps	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.  Autumn 2017 – The commissioned SALT carried out training on Communicate: In Print so that teachers can create visual resources more easily accessed by pupils with speech and language needs, SEN and EAL.
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 and Beckmead School.
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.	The SALTCo created visual timetable resources for every class and gave out to teacher – Autumn 2016.  Teachers will be reminded about visual timetables every September.
Ensure extended school activities are accessible to all pupils	Allocate staff and resources to support pupils with additional needs to access clubs and extended school activities.	Ongoing	Office staff SENCo	Greater range of groups participating in extended services.	Extended school activities such as attendance at after-school clubs have been monitored to ensure they are accessible to all pupils. For example, staff have liaised with parents to discuss children's needs prior to attendance at clubs and additional staff have been allocated to ensure pupils with SEND or medical needs can participate fully in activities.

## Elmwood Junior School Accessibility Plan 2016-2019

### Improving the Delivery of Information at Elmwood Junior School

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Lead</b>	<b>Success Criteria</b>	
Improve methods of communication with parents/carers, visitors, pupils, governors and staff.	<p>Send out survey to parents/carers regarding the quality of communication.</p> <p>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).</p> <p>Review and implement new systems for sharing information with parents digitally (e.g. Google Rooms to replace Fronter).</p>	<p>Summer 2019</p> <p>By Summer 2019</p>	<p>Office staff SENCo Headteacher</p> <p>Computing Co-ordinator</p>	<p>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.</p> <p>The school has digital reporting methods in place.</p>	<p>A questionnaire regarding the quality of communication to parents/carers has been created and will be sent out Summer 2019. Results to be shared with SMT and actions to be carried out Autumn 2019.</p>
Make information about school procedures and practice relating to SEN and disability available to parents/carers.	<p>Publish the SEN Information Report (SIR) on the school's website and make available in paper format.</p> <p>Consult parents on the contents of the SIR and how easy it is to understand.</p>	<p>Ongoing</p> <p>Spring 2017</p>	SENCo SALTCo	<p>Parents/carers will have a wider knowledge of SEN and disability needs and issues.</p>	<p>The SIR is published on the school website and is reviewed every September.</p> <p>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.</p>
Provide information about SEND for parents/carers on the school website.	<p>Create school web page providing information about SEND and consult parents about the contents.</p>	Summer 2017	SENCo SALTCo	<p>Parents/carers will be able to access information about SEND via the school's website.</p>	<p>A 'SEN Zone' page has been added to the school website for parents to access information relating to SEND. It includes links to the local offer, the school's SEN Information Report and</p>

					a range of outside organisations that support with various aspects of SEND.
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