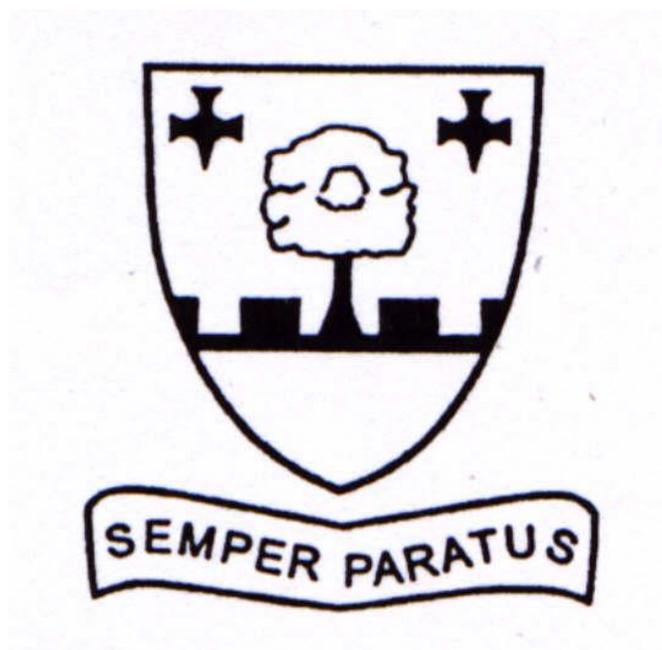


ELMWOOD JUNIOR SCHOOL



ACCESSIBILITY POLICY

Issue 6

Approved by:	Premises Committee	Date: 09.03.22
Approved by:	A Read	Date: 09.03.22
Next review:	12 Months	

ELMWOOD JUNIOR SCHOOL

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Elmwood Junior School is a Rights Respecting School. Children are aware of their rights as defined in the United Nations Convention on the Rights of the Child. Those that relate to accessibility specifically:

- Article 12 (respect for the views of the child) – Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- Article 23 (children with a disability) – A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. This plan shows how Elmwood Junior School will improve where possible the accessibility for disabled pupils, staff, parents/carers and visitors.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and information. It shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and how reasonable adjustments are made to accommodate their needs where practicable.

The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This will cover making reasonable adjustments and improvements to remove physical barriers to access the buildings and provide physical aids to access education as necessary.
- 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 other pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, leaflets and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan will be drawn up to cover a three-year period and will be approved by the Governing Body and monitored through the Governing Body and Curriculum Committee.

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.

At Elmwood 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 are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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.

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.

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

The Accessibility Plan will be published on the school website.

The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to the Equality Act 2010.

Elmwood Junior School Accessibility Plan 2021-24

Current good practice identified through accessibility monitoring activities

Increase the extent to which disabled pupils can participate in the schools' curriculum:

- Teaching is differentiated to allow all children to access learning
- Interventions are planned and progress of children within them tracked
- Classrooms are organised to promote the participation and independence of all pupils
- SEND support plans are in place for children identified with SEND to provide an individual learning plan
- The school works in collaboration with outside agencies to ensure children can access learning and make good progress. For example; EP, SALT, Occupational Therapy, Croydon Sensory Support Service.

Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to be included in all areas of school life:

- Corridors are kept clear from obstructions to prevent trip hazards for visually impaired pupils and those with a physical disability.
- Lights are checked regularly to ensure good working order.
- Equipment stored safely to avoid trip hazards.
- Classrooms are well lit and blinds are maintained to allow good lighting and reduce glare
- Rooms are kept free from floor clutter to prevent trip hazards and ensure children with disabilities can access the rooms easily.
- Provision of ramp for wheelchair access to the biodome.
- Flashing light and braille pad installed on main entrance gate to improve access to school site.

Improve the delivery of information to disabled pupils, parents and carers

- Our website is up to date with all information available to parents\ carers
- Languages other than English are visible in school

Improving Physical Access at Elmwood Junior School

Objectives	Strategies	Timescale	Lead	Success Criteria	Progress towards objectives
<p>The school is aware of the access needs of pupils, staff, governors, parent/carers and visitors with disabilities.</p>	<p>To create access plans for individual pupils as part of the Individual Health Plan (IHP) process when required.</p> <p>Become aware of staff, governors and parents' access needs through information gathering processes when joining the school and meet as appropriate.</p> <p>Review process for finding out about visitors' access needs.</p>	<p>As necessary</p> <p>Ongoing</p> <p>Spring 2022</p>	<p>SENCo Head Teacher</p> <p>SENCO, School Business Manager (SBM)</p>	<p>The access needs of pupils, parents, staff, governors, visitors and parents/carers are met through individual plans and adjustments as appropriate.</p>	<p>IHPs are created as required when pupils join the school. This is done in partnership with parents and relevant medical staff. IHPs are reviewed 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>SBM has reviewed process for finding out about visitor's access needs and has added a prompt to the Inventory (digital register) system.</p>
<p>All educational visits to be accessible to all.</p>	<p>Develop guidance for staff on making trips accessible for all.</p> <p>Ensure each new venue is vetted for appropriateness.</p> <p>Provision of private taxi for pupils with walking disability to be taken on trips.</p>	<p>As necessary</p>	<p>Head Teacher</p> <p>Special Educational Needs Co-ordinator (SENCo)</p>	<p>All pupils in school able to access all educational visits and take part in a range of activities.</p>	
<p>Provision of a downstairs room for meetings with parents/carers and visitors.</p>	<p>Availability of ground floor room for meetings with parents/carers and visitors who have walking difficulties/disabilities.</p>	<p>Ongoing and as necessary</p>	<p>SENCo</p>	<p>Meetings are accessible to all parents/carers and visitors.</p>	<p>A downstairs room is always available for meetings with parents/carers and visitors who have walking difficulties/disabilities.</p>

Make amendments to physical environment to improve access for a pupil with visual impairment.	Specialist Habilitation Officer (SHoVI), Visual Impairment Service, to carry out environmental audit and make recommendations. School to review recommendations and implement as necessary.	Autumn 2021	Registered Qualified Habilitation Specialist (RQHS) SENCo Head Teacher	Pupil with visual impairment is better able to navigate around school and access the building more easily and safely.	The SHoVI has carried out the environmental audit and made recommendations to improve navigation around the school environment. The SENCO and Head Teacher have reviewed the recommendations and amendments have been put into place (e.g. painting vertical post in Elmwood playground yellow and treads and risers of relevant steps in yellow non-slip paint to improve visibility).
Ensure that all pupils with disabilities can be safely evacuated.	Review Personal Emergency Evacuation Plans (PEEP) and ensure they are shared with relevant staff.	Annually	RQHS SENCO	All disabled children and staff working with them are confident in the event of fire and can evacuate the building safely.	
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.

Improving Curriculum Access at Elmwood Junior School

Targets	Strategies	Timescale	Lead	Success Criteria	Progress towards objectives
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.

<p>Staff are confident in identifying a range of disabilities and put in place effective support to ensure access to the curriculum.</p>	<p>Undertake an audit of staff training requirements.</p> <p>Training for teachers and LSAs on strategies to improve access to the curriculum to meet the needs of pupils with SEND.</p> <p>Training so that staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.</p> <p>Specialist outreach provision from external agencies.</p> <p>Therapy from commissioned therapist and Emotional Learning Support Assistant (ELSA) sessions for individuals with specific needs.</p> <p>Reasonable adjustments will be made to provide specialist equipment to promote participation in learning by all pupils when necessary eg; headphones, writing slopes, pencil grips, orthopaedic cushions, tactile materials</p>	<p>Anually</p> <p>Ongoing</p> <p>Ongoing</p> <p>As required</p> <p>Ongoing</p> <p>As required</p>	<p>SENCo, SALTCo, Maths and English Coordinators</p>	<p>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 High Quality Teaching</p> <p>Children with disabilities have access to specialist resources and equipment when necessary and reasonable.</p>	<p>In order to increase access to the national curriculum:</p> <p>An audit of staff training requirements was undertaken in Autumn 2021.</p> <p>The SENCO shared ‘Mainstream school offer for the inclusion of pupils with special educational needs and disability in Croydon’ document (Autumn 2021) providing guidance on description of needs and associated features, impact and expected arrangements through High Quality Teaching and SEND support.</p> <p>- 3.9.21 SENCo led refresher training for teachers on SEND Code of Practice, the graduated response, the Boxall Profile, identifying SEND and specialist assessments for specific needs.</p> <p>- 21.2.22 SENCo led INSET training for teachers on Locality SEND Support offer document, SEN Support Plans, strategies to support access to the curriculum, updated SEND identification process neurodiversity awareness.</p> <p>The commissioned Speech and Language Therapist carried out training:</p> <p>- 12/10/21 Colourful semantics training for specific LSAs focussing on supporting sentence structure at a targeted level</p> <p>- 9/11/21 Introduction to Speech Language and Communication Needs (SLCN) training for LSAs.</p>
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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. 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.	The DDA Lead has ensured regular lessons are carried out to raise awareness of different disabilities. 11/10/21 - Highly Specialist NHS SALT carried out virtual training for new LSAs on raising awareness of Developmental Learning Disorder (DLD).
Review of LSA deployment to support children with particular needs including those with SEND.	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities. Recruit 4 LSAs with responsibility for specific areas of SEND across the school and provide specific training to develop expertise to support pupils effectively.	Reviewed regularly Autumn 2022	SENCo Head Teacher	Provision is in place to support specific needs of pupils. LSAs have expertise in specific areas of SEND and are deployed to meet children's needs and remove barriers to learning..	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 for LSAs focussed on meeting the needs of 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.	Ongoing	SENCo Computing Lead Network Administrator	Pupils will benefit from differentiated apps and software to support their learning.	
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.	

Develop visual timetabling in all classes.	SENCo to liaise with commissioned SALT to develop and share visual timetable to be used throughout the school.	Ongoing	SENCo	All pupils using their visual timetables and secure about what is happening for them in the day.	
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.	

Improving 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.	<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.</p>	<p>Summer 2022</p> <p>Autumn 2022</p>	Office staff SENCo Headteacher	<p>School is aware of parental preferences for communication and has responded accordingly.</p> <p>The school uses a range of methods to communicate effectively with parents/carers, visitors, pupils, governors and staff with disabilities.</p> <p>The school has digital reporting methods in place.</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>	Ongoing	SENCo SALTCo	Parents/carers will have a wider knowledge of SEN and disability needs and issues.	

Provide information about SEND for parents/carers on the school website.	Consult parents about the what information they would like to access on the school's SEND web page and respond accordingly.	Autumn 2022	SENCo	Parents/carers will be able to access relevant information about SEND via the school's website.	
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Issue No: 6

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