



*Believe. Achieve. Succeed Together.*

## **Iver Village Junior School** **Accessibility Plan 2017 -2020**

### **Article 23**

***You have the right to special education and care if you have a disability***

### **Article 28**

***You have the right to a good quality education***

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Date Reviewed/Updated: January 2017

Next Review Due: March 2020 (3 Years)

# **Iver Village Junior School Accessibility Plan – 2017 to 2020**

## **1. Vision Statement**

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- Physical Environment
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- Information

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## **6. Action Plan**

“The version of this plan was produced in Sep 2015 to ensure it reflects the needs of the current students and staff “

If has been reviewed and evaluated January 2018

## 1. **Vision Statement:**

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 Iver Village Junior School the Plan will be monitored by the head teacher and evaluated by the Finance and Premises committee.

At Iver Village Junior School we are committed to working together to provide an inspirational 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.

1) The Iver Village Junior School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three 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 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.

3) Iver Village 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.

4) The Iver Village Junior School 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 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; (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.

5) The Iver Village Junior School Accessibility Plan relates to the key aspects of physical environment, curriculum and written 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 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.

8) The Accessibility Plan will be published on the school website.

9) The Accessibility Plan will be monitored through the Governor Finance and 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.

Approved \_\_\_\_\_

Date \_\_\_\_\_

## **2. 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

## **3. 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 the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

### **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; There are very few parts of the school to which disabled pupils have limited or no access at the moment.

### **Curriculum**

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

### **Information**

Different forms of communication 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.

#### **4. Access Audit**

The school is a single storey building with wide corridors and several access points from outside. The hall is easily accessible to all.

On-site car parking for staff and visitors includes two dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a low reception desk, this being fully accessible to wheelchair users. There is disabled toilet facility available; this is fitted with a handrail.

The school has internal emergency signage and escape routes are clearly marked.

#### **5. Management, coordination and implementation**

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority.

## 6. Action Plan

### Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
<b>SHORT TERM</b>	To liaise with Infant schools to review potential intake for Sept	To identify pupils who may need additional to or different from provision for Sept Intake	Summer Term	HT + phase leader	Procedures/equipment / ideas set in place
	To review all policies to ensure they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	HT All Teachers	Clear collaborative working approach



	To establish close liaison with outside agencies for pupils with ongoing health needs. E.g. Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	Ongoing	HT TAs Outside agencies	Clear collaborative working approach
	To ensure full access to the curriculum for all children.	<p>Employment of specialist advisory teachers; CPD for staff and:</p> <ul style="list-style-type: none"> <li>• A differentiated curriculum with alternatives offered.</li> <li>• The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects</li> <li>• A range of support staff including trained teaching assistants</li> <li>• Multimedia activities to support most curriculum areas</li> <li>• Use of interactive ICT equipment</li> </ul> <p>Specific equipment sourced from occupational therapy</p>	Ongoing	Teachers SENCO Special school Ed Psych	<p>Advice taken and strategies evident in Classroom practice.</p> <p>ASD children supported and accessing curriculum.</p>

	<b>Tasks/Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>MEDIUM TERM</b>	To finely review attainment of all SEN pupils.	SENCO/Class teacher meetings/Pupil progress  Scrutiny of assessment system  Regular liaison with parents	Termly	Class teachers  SENCO	Progress made towards IEP targets  Provision mapping shows clear steps and progress made
	To monitor attainment of Able, G & T pupils	Policy and Able G&T list to be updated  Able G&T booster groups/activities Monitor Able G&T list	Ongoing Annually	Able G&T co-ordinator  Class teachers	Able G&T children making proportionate progress.  Achieving above average results

	<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> <li>• Wheelchair access</li> <li>• Screen magnifier software for the visually impaired</li> <li>• Features such as sticky keys and filter keys to aid disabled users in using a keyboard</li> <li>• Giving alternatives to enable disabled pupils to participate successfully in lessons</li> <li>• Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.</li> </ul>	Ongoing	Whole school approach	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>
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		<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>LONG TERM</b>	To evaluate and review the above short and long term targets annually	See above	Annually	SLT, Core curriculum co-ordinators  Governors	All children making good progress.
	To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meetings	Annually Termly SEN Governor / SENCO meetings	SENCO  SLT/SEN Governor	Governors fully informed about SEN provision and progress

**Aim 2 : To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>SHORT TERM</b>	Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
	Ensuring all with a disability are able to be involved.	Ensure they are met in all events.	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.

	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Head Teacher SBM Occupational health	
	Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> <li>• Utilise disabled parking spaces for disabled to drop off &amp; collect children</li> <li>• Offer a telephone call to explain letters home for some parents who need this</li> <li>• adopt a more proactive approach to identifying the access requirements of disabled parents</li> </ul>	To be constantly reviewed	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education

<b>MEDIUM TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To improve community links	School to continue to have strong links with schools in Bucks County Council and the wider community.	Ongoing	SLT All staff	Improved awareness of disabilities/the wider community of Bucks and the world and their needs  Improved community cohesion
<b>LONG TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	Continue to develop playgrounds and facilities.	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas.
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week  Bikeability for Year 6 and 5 children	Ongoing	PSHE Co-ordinator  SLT	No accidents

**Aim 3: To improve the delivery of information to disabled pupils and parents.**

<b>SHORT TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To ensure all children with ASD have access to the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children.	Ongoing	All staff to be aware	ASD children able to access curriculum.
	<ul style="list-style-type: none"><li>•</li></ul>				



	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>MEDIUM TERM</b>	To review children's records ensuring school's awareness of any disabilities	Information collected about new children. <ul style="list-style-type: none"> <li>• Records passed up to each class teacher.</li> <li>• End of year class teacher meetings</li> <li>• Annual reviews</li> <li>• EHC meetings</li> <li>• Medical forms updated annually for all children</li> <li>• Personal health plans</li> <li>• Significant health problems – children's photos displayed on staffroom notice board / info kept in separate file in staffroom</li> </ul>	Annually	Class teachers Outside agencies SLT Office staff	Each teacher/staff member aware of disabilities of children in their classes

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>LONG TERM</b>	<p>In school record system to be reviewed and improved where necessary.</p> <p>(Records on Sims/ network/ protected)</p>	Record keeping system to be reviewed.	Continual review and improvement	Assessment Co-ordinator/SLT	Effective communication of information about disabilities throughout school.

Evaluation 2016-2017

**Evaluation of Aim 1 (Short term): To increase the extent to which disabled pupils can participate in the school curriculum**

- Developed the curriculum through introducing tasks for all (hard, harder, hardest, herculean) / WOW Days
- Removed streaming to enable all learners to achieve and develop from each other
- Clear Year 2 – Year 3 transactions – visits throughout July – writing books brought up from Year 2 with previous work
- Infant school Year 2 teachers liaise with Year 3 teachers
- Year 2 walk around school taking pictures
- Parents are invited in for our coffee mornings, parent drop ins, curriculum evenings, parents evening
- Online communication through website and texting.
- Rigorous schedule of policy updating is in place
- Clear links made with the school nurse and health team. Referrals to specialists for support

**Evaluation of Aim 1 (Medium Term) : To increase the extent to which disabled pupils can participate in the school curriculum**

- Clear tracking of pupils and groups
- Rigorous interventions reviewed half termly
- Staff meetings to discuss children and progress
- LSA meetings on Fridays
- AGT children are tracked and monitored
- Focus on Maths mastery to promote and enhance reasoning skills
- SEN / AGT policy are clear and on our school website
- Variety of teaching styles adopted by teachers
- Ensure all children's needs are met clearly through IEP targets and interventions

**Evaluation of Aim 1 (Long Term): To increase the extent to which disabled pupils can participate in the school curriculum**

- Governor meetings termly with SENCO/Inclusion Manager/ Deputy Head and Headteacher to share findings of data

**Evaluation of Aim 2 (Short Term): To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

- Staff trained medically in all areas that are needed
- Displays are kept up to date with new topics and WOWO days, including all children's work with thoughts and reflections
- We ensure all children can access all events including trips and events at the school through prior risk assessment
- Parents who are disabled can park in our car park to drop off and collect
- We meet with certain parents to make sure that they understand and offer them to bring a friend with them to help when attending key meetings

**Evaluation of Aim 2 (Medium Term): To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

- Reverent Robert (from the local church) attends our assemblies
- Choir outreach programme – singing in the community
- Community cards for Year 6
- Go-Givers community programme
- Road safety awareness
- Iver Christmas fete involvement – singing with the infants
- Year 6 trip to the local farm
- Year 3 trip to the Iver environmental centre planned

**Evaluation of Aim 2 (Long Term): To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

- Bikability in Year 5
- Lorry Safety for all year groups
- Benches and stage been painted
- New Playground equipment (table tennis)
- Adults on duty at the gates at the beginning and end of day
- Year 4 trip to Hazard alley
- School council making signs about being safe around the school
- Reminders about parking in our newsletters

**Evaluation of Aim 3 (Short Term): To improve the delivery of information to disabled pupils and parents**

- Clear interventions given for all children
  - All classes follow a clear routine and structures
  - Teachers have a clear understanding of all children through pupil profiles, provision maps and IEPS
  - Some children are given individual visual timetables
  - Inclusion Manager and Class teacher liaises carefully with the parents
- Outside agencies are used to support children's learning

**Evaluation of Aim 3 (Medium Term): To improve the delivery of information to disabled pupils and parents**

- Clear transition from Infant school to Junior School
- Class teacher meets with the previous teacher
- Parents evenings and Annual reviews are held
- Clear medical forms are updated / alongside medical tally charts to monitor who visits the medical room
- Everyone is aware of any significant health issues in the school
- Share of information with outside agencies

**Evaluation of Aim 3 (Long Term): To improve the delivery of information to disabled pupils and parents**

- SIMS/Target tracker kept up-to-date
- All teachers are able to use SIMS and target tracker to assess and input data
- Each teacher has a secured password to access the data
- Target tracker is being linked to an APP so parents can access certain information such as pictures that teachers upload
- Share information with parents