



Believe. Achieve. Succeed Together.

Iver Village Junior School **Accessibility Plan 2019 - 2022**

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

Written By: Miss J Digweed and Mrs Chapman-Allen

Date written: March 2019

| Review Date | Reviewed by | Changes |
|----------------------|-------------|------------|
| March 2020 | SCA + JD | No changes |
| March 2022 (3years) | | |

Head Teacher: Jill Digweed

Deputy Head: Paul Clifford

1. Vision Statement

2. Aims and Objectives

3. Current good practice

- Physical Environment
- Curriculum
- Information

4. Access Audit

5. Management, coordination and implementation

6. Action Plan

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 the 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.

| | Targets | Strategies | Timescale | Responsibility | Success Criteria |
|-------------------|---|--|------------------|-------------------------------|---|
| SHORT TERM | 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 All staff to appropriate training in relation to children's medical needs | Ongoing | HT TAs Outside agencies | Clear collaborative working approach |

| | | | | | |
|--|--|--|----------------|---|---|
| | <p>To ensure full access to the curriculum for all children.</p> | <p>Employment of specialist advisory teachers; CPD for staff and:</p> <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered. • The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Growth Mindset 'can do' attitude • Interventions/resources to support children with EAL • Specific equipment sourced from occupational therapy | <p>Ongoing</p> | <p>Teachers SENCO Special school Ed Psych</p> | <p>Advice taken and strategies evident in Classroom practice.</p> <p>ASD children supported and accessing curriculum.</p> |
|--|--|--|----------------|---|---|

| | | | | | |
|--------------------|---|--|---------|------------------------------------|---|
| MEDIUM TERM | <p>To finely review attainment of all SEN pupils.</p> | <p>SENCO/Class teacher meetings/Pupil progress</p> <p>Scrutiny of assessment system</p> <p>Regular liaison with parents</p> | Termly | <p>Class teachers</p> <p>SENCO</p> | <p>Progress made towards IEP targets</p> <p>Provision mapping shows clear steps and progress made</p> |
| | <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"> • Wheelchair access • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. | 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> |

| | | | | | |
|------------------|---|--|--|---|---|
| LONG TERM | 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.

| | Targets | Strategies | Timescale | Responsibility | Success Criteria |
|-------------------|--|---|------------------|-----------------------|--|
| SHORT TERM | 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 | Ongoing | SLT | Enabling needs to be met where possible. |

| | | | | | |
|--|---|--|--|--|--|
| | | more accessible facilities and fittings. | | | |
| | 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"> Utilise disabled parking spaces for disabled to drop off & collect children Offer a telephone call to explain letters home for some parents who need this adopt a more proactive approach to identifying the access requirements of disabled parents | 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 |
| | Ensuring parents with EAL have every opportunity to be | <ul style="list-style-type: none"> offer translators through other parents, members of staff or from county | To be constantly reviewed | Whole school team | To ensure that EAL parents are not discriminated |

| | | | | | |
|--------------------|---|--|---------|------------------------------|--|
| | involved | <ul style="list-style-type: none"> emails to help with translation of key information | | | against and are encouraged to take interest and be involved in their child's education |
| MEDIUM TERM | 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 |
| LONG TERM | 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 parents

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

| | | | | | |
|------------------|---|--|----------------------------------|-----------------------------|--|
| | | photos displayed on staffroom notice board / info kept in separate file in staffroom | | | |
| LONG TERM | In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected) | Record keeping system to be reviewed. | Continual review and improvement | Assessment Co-ordinator/SLT | Effective communication of information about disabilities throughout school. |

Evaluation 2017 – 2018

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

- Developed the curriculum through the use of 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
- Appropriate CPD for staff including LSAs to support all children

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
- Focus on Maths mastery to promote and enhance reasoning skills
- SEN policy is clear and on our school website
- Variety of teaching styles adopted by teachers
- Ensure all children's needs are met clearly through IEP targets, interventions and SEN Support plans

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
- Trip to the local farm
- Links with Bucks county around air pollution
- Variety of after – school clubs

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

