

	Oldfield Park Junior School		
	Accessibility Plan		
	Date	Author(s)	Notes
Drafted	January 2013	Marilyn Cole	
Reviewed	January 2013	Achievement & Quality of Teaching Sub Committee Teaching Staff Working Group	
Adopted	January 2013		
Reviewed	September 2016	DG	
Reviewed	September 2017	DG	Plan reviewed in line with PAT schools
Sub-Committee: SIPP			Governor: Simon Cooper
This policy to be reviewed annually and renewed every three years			

### Legal Background

OPJS has high expectations for all pupils and a commitment to pupils' full participation in school activities and community. Our Accessibility Plan is driven by the principles of equal opportunity as outlined in the Equality Act 2010. The 2010 Act replicates the need for schools to carry out accessibility planning for disabled pupils as required in previous Disability Discrimination legislation.

### Aim

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving 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 by the school
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

### Definition

Disability is defined by the Disability Discrimination Act 1995 (DDA):

A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with hearing or visual impairments, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with ADHD, autistic spectrum disorder, downs syndrome and hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anaemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (e.g. cancer survivors and people with a history of mental illness) they are covered by the legislation for the rest of their lives.

## **Key Objective**

To reduce and eliminate barriers to access the curriculum and so lead to a full participation in the school community for pupils, and prospective pupils, with a disability.

## **Inclusion**

OPJS originally achieved the Inclusion Quality Mark in 2012, renewed in 2015, and has endorsed the Ofsted definition of Inclusion:

Educational inclusion is about equal opportunities for all pupils, whatever their age, gender, ethnicity, attainment and background. It pays particular attention to the provision made for, and the achievement of, different groups of pupils within a school. An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matters. Effective schools are educationally inclusive schools. This shows, not only in their performance, but also in their ethos and their willingness to offer new opportunities to pupils who may have experienced previous difficulties. This does not mean treating all pupils in the same way. Rather it involves taking account of pupils' varied life experiences and needs.

This revised Accessibility Plan is designed to build on the actions and outcomes generated during the process of achieving and maintaining the IQM.

### Information from pupil data and school audit

- a) The school currently (September 2017) has 28% of pupils on roll on the Special Education Needs register with various needs. The SEN Code of Practice gives four main areas of need:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and /or physical

These needs include a range of language difficulties including speech and language difficulties and dyslexia as well as dyspraxia, autism, hearing impairment and emotional and behaviour difficulties. Children with disabilities involving medical needs such as severe allergies and specific medical needs e.g. asthma are registered on the Medical Needs Register.

- b) The school has two access points to the site which do not include the use of steps or stairs. One is at the back of The Stadium and is also the main access for kitchen deliveries and rubbish collection. The other is through the 'wooden' gates which also give car access to the site.
- c) Access to all areas within the main building without encountering steps can only be achieved by going outside through the playground. The disabled toilet is in the upper third of the school near Year 6. Access to the huts requires the use of steps. The current Year 6 classrooms and the ICT suite offer level access to a classroom, disabled toilet, and other facilities via the playground.

- d) All playground areas are securely walled or fenced off from surrounding roads, business yards and neighbouring houses. They can be accessed on level ground from all playground exit doors in the main building. A ramp has been factored into the specification for the new field area to enable access.
- e) There is no parking on site or disabled parking space outside the school. Drop off and pick up is possible in the access road between the school and Ascension Church. Access through the 'wooden' gates could also be arranged for drop off and pick up purposes.
- f) Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is in the playground. We will review the provision of a visual alarm if the need arises. Our off site assembly point (Ascension Church) also has a level access route.
- g) For children who need to work 1:1 or in a small group, the library, teaching kitchen and area outside Year 3 offer spaces for small group work, along with the end of the gym hall, music rooms, play room and the area outside the hut classrooms. The Stadium and the gym are also available depending on other regular use.
- h) Furniture and equipment selected are age related and reflect the size and purpose of the location they are allocated to. The wireless IT network installed in July 2012 has enabled a dyslexic student to print work from a laptop within the classroom.
- i) All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included are included in productions, music, PE and class assemblies.
- j) School visits, including residential visits, are made accessible to all children irrespective of attainment or impairment.
- k) Teachers and teaching assistants attend SEN professional development training as appropriate to support specific needs. Teachers work closely with TAs to address pupils IEP targets and liaise with specialist and support services.
- l) Lessons provide opportunities for all to succeed through inclusive, differentiated plans and the adoption of a variety of teaching styles and strategies.
- m) Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties who have trouble reading or copying from the board are given printed copies of texts, or information is written down for them.
- n) The school's has a clear policy on the administration of medicines with staff trained to administer epi-pens and diabetic injections. There is a register of children with medical needs. There is a medical room with a locked fridge and range of medical supplies.

- o) Photographs of children with specific medical needs or allergies are displayed in the medical room, the green work room and class information book for supply teachers. The names and photographs of children with food allergies and intolerances are given to the kitchen and lunch time staff and displayed in the kitchen.
- p) Epi-pens, insulin and inhalers are always taken on visits / trips out of school. Staff trained in first aid and the use of epi-pens accompany off site trips where necessary.

The main priorities in the school's plan

- Increasing the extent to which disabled pupils can participate in the school curriculum
- Improving 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 by the school
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled

This plan should be read alongside:

- The SEN Policy
- The Inclusion Policy
- Children with Medical Needs Policy

## OPJS Accessibility Plan – 2017-2020: Increasing access to the curriculum for disabled pupils

Target	Strategy	Outcome	Timeframe	Leadership
Continue to monitor the provision of technology to support specific learning needs	The school continually reviews and updates its technology provision to support a child's access to the curriculum	A range of hardware, software, apps, internet links etc. enable the child to make and celebrate progress	Continuous based on current research and support materials available. Included in ICT budget set annually	SS lead and collate this target with the full support and input of all staff, parents and other professionals
Collate and continue to ensure our CPD programme fully embeds the staff's knowledge and understanding of the needs of pupils with disabilities and strategies to support them	Teaching, support staff and pupils are provided with quality CPD to help specific children to access the curriculum successfully	Identified children make rapid and sustained progress and enjoy their learning in a supportive environment Speech and Language Short term working memory Phonics Autism Attachment disorder Epi-pen training Sight Impairment	Continuous but with particular priority at the beginning of an academic year or when a new pupil joins the school	SENCO, class teachers and other supporting adults and agencies as the need is identified
Develop specific and practical guidelines to ensure classrooms are organised to promote the participation and independence of all pupils	Visual timetables; learning aids eg word mats; calming box; learning breaks Develop a checklist of essentials and specifics eg to support ASD	Children feel safe and know routines All classrooms follow 'disability friendly' guidelines	Continuous depending on progress made at point of review.	All teaching staff and support staff

Target	Strategy	Outcome	Timeframe	Leadership
PEPs and learning targets give the learner short and achievable steps towards an overall goal.	Review the content of PEPs and the involvement of key professionals to ensure the targets are SMART and implemented throughout the school day and across the curriculum	Children make relevant progress in response to accurately set targets	Updated as new information is received; at 6 week review meeting or an annual review	SENCO, class teacher, external agencies and parents
Outside agency reports are reflected in the IEP	All relevant staff are included in the review of external agency reports and implement actions and suggested targets.	Children make relevant progress in response to accurately set targets	Updated as new information is received; at 6 week review meeting or an annual review	SENCO
Accurate register of medical needs is continually updated and strategies in place where needed	SG-M updates the register and CT plan strategies for access including informing other adults working with the class including supply teachers. CTs write a care plan when required. Information file available for supply teachers	A child's progress and access to the curriculum and the wider opportunities available are not hindered by any identified medical need. A child is protected from further harm or extended illness	Continuous but with particular priority at the beginning of an academic year or when a new pupil joins the school	SG-M and CTs  SLT to develop guide contents for visiting adults information folder for each class
Children with disabilities engage in extra- curricular clubs and activities	Tracking of involvement: PP: LB SEN: JB Medical: SG-M	All children with disabilities take part in at least one extra-curricular activity or club or have an interest they pursue outside school	Tracked at the beginning of each odd term and when whole school events take place	PP: LB SEN: JB Medical: SG-M

## OPJS Accessibility Plan – 2017 to 2020: Improving the delivery of written information to disabled pupils

Target	Strategy	Outcome	Timeframe	Leadership
All pupils can learn independently	Appropriately adapted and supportive written information is prepared for disabled pupils to operate independently in all lessons. Word mats; SMART targets; well-structured cues	Children can access the curriculum as independently as possible.	Continuous but linked to PEP review for specific advice on the support currently needed	SENCO, class teachers, support staff, outside agencies
The learning environment supports pupils learning	<p>(i) Appropriate cues, reminders, daily and weekly plans and key vocabulary are evident in all learning areas around the school and independently accessed by disabled pupils</p> <p>(ii) Copies of the content on the IWB are given to identified children</p> <p>(iii) vary the background colour of the IWB to establish the best colours for all children</p>	<p>Support in the learning environment responds to general support strategies and to specifics for named disabilities e.g. dyslexia, ASD, short term working memory</p> <p>The child has access to the written information near at hand</p> <p>The white background is not a hindrance to accessing the information on the IWB</p>	Continuous but highlighted at the beginning of an academic year or when a new child joins the class	SENCO, class teacher, support staff and outside agencies

OPJS Accessibility Plan – 2017 to 2020: Improving access to the physical environment of the school

Target	Strategy	Outcome	Timeframe	Leadership
<p>Development of new office and main entrance at south end of school. Gated side entrance to be used as an access to the main entrance and whole site access.</p>	<p>Plans in place</p>	<p>All areas around the school can be accessed as easily as possible. The school entrance and offices can be accessed by both children and adults with a disability</p>	<p>End of September 2017</p>	<p>BANES and OPJS Governors</p>