



Southbourne Junior School



Accessibility Plan

Document Information			
Responsibility:	Headteacher and SENDCo	Reviewed by:	Governing Body
Last Review:	Spring Term 2019 February 2020 Spring Term 2022	Next Review:	Spring Term 2025
Parent Consultation:	January	Review Cycle:	3 yearly

Aims

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

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. We value individuality of all our children. We are committed to giving all of our children every opportunity to achieve the highest standards, participating fully into the life of the school. Our school is committed to promoting equal treatments of all of its pupils, employees, parents and any others involved in the school community irrespective of any form of disability. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors of the school.

Legislation and guidance

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.

Audit and Planning Duty

This plan sets out the proposals of the Governing Body of the school to increase access to the education for disabled pupils in the three areas required by the planning duties of the DDA:

- Physical access – improving the extent to which disabled pupils are able to take advantage of education and intervention
- Learning access – increase the extent to which pupils can participate and achieve within the school’s curriculum
- Information access – improving delivery of information to pupils with disabilities

Contextual Information

Southbourne Junior School is a one-storey building. The majority of the school grounds are wheelchair accessible. At present we have 1 pupil who is ambulant but uses a wheelchair for extended distances and uneven surfaces.

PHYSICAL ACCESS AUDIT AND PLAN

	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short term	Guarantee PEEPs are up to date and checked each term. Ensure members staff are aware of their roles	Person responsible for PEEPs ensure information is up to date	Termly	SENDCo and named persons	PEEPs are up to date and people are all aware of their responsibilities

	Ensure venues for school trips are suitable with appropriate facilities to meet the needs of pupils with disabilities	Pre-visit checks and risk assessments carried out. Parental views sought where appropriate	Termly	All staff	Risk assessments and appropriate surveys undertaken for all trips
Long term	When fire alarm is updated include visual systems (flashing light) for hearing impaired	Emergency systems to cater for hearing impaired	When new fire alarm system installed	Premises Officer	Emergency systems are accessible to hearing impaired
	Disabled toilet to meet the needs of pupils and visitors with disabilities	Application for funding with WSCC and SPC	Autumn 2022	Headteacher and Governors	An accessible toilet is available for all pupils, staff and visitors with disabilities
Review	<p>2017 - Entrance to school is now accessible to wheelchair users, with a slight incline to eradicate step. Upperbase classroom entrances have had steps removed and a slight ramp added to easier access.</p> <p>2016 - 2018 – PEEPs have been updated and checked termly and members of staff were assigned to pupils.</p> <p>2016 - 2018 – Venues for school trips were risk assessed prior to visits for suitability for pupils with disabilities. Separate meetings were held for children with disabilities to ensure all needs were met. Parental views were sought.</p> <p>Dropped curb is available in car park. Parking access is made available for prior access for disabled visitors.</p> <p>2017- 2018 – Fire alarm bell was added to external part of the building to improve safety of all including hearing impaired.</p> <p>Feb 2020 - PEEPs continue to be in place and updated as required; school trip venues meet needs of pupils and risk assessments in place</p>				

LEARNING ACCESS AUDIT AND PLAN

	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short term	To ensure continuous professional development to embed OAIP (Ordinarily Available Inclusive Practice) to meet the needs of our pupils	Staff training of OAIP, self-evaluation, appraisals and monitoring	Termly	SENDCo and SLT	Staff are competent in using the OAIP strategies to provide appropriate provision for all pupils

	Continue to develop classroom provision of resources/ equipment to promote the participation and independence of pupils including those with sensory needs (autism pathway)	Investment in classroom resources or specialist equipment as required	Ongoing	Class Teachers SLT SENDCo	Continuous enhancement of provision as recommended by SENDCo and other professionals
	Meeting the needs of pupils for statutory national assessment tests	Access arrangement applications made for modified materials	Spring term	Class teachers SLT	Additional access or modified materials arrangements in place to support pupils where required
	Maintain professional links with external agencies to support families	Maintain existing links and identify other possible avenues and needs – SEN updates from SENDCo signposting support	2022	SENDCo SLT	Continuous enhancement of provision through external agency links and support
Medium term	Pupil conferencing and parent forum to evaluate provision for pupils with specific needs	Stakeholders to be fully engaged in process of provision and enhancement	Spring 2022	SENDCo SLT SEN Governor	Range of stakeholders engaged in evaluation and improvement processes
Review	<p>2016 – 2018 – Selected staff have been trained to help meet the needs of pupils, for example; hearing impaired training, Autism Training and Dyslexia Training. Resources have been purchased to assist the support of pupils with social and emotional difficulties. Interventions have been tailored for pupils' individual needs (for example spelling and maths).</p> <p>2016 – 2018 – Resources (such as SEN iPad, pencil supports) have been purchased to promote SEN pupils' independence.</p> <p>2016 – 2018 – Access arrangements have been made on a yearly base for pupils undertaking SATS.</p> <p>2016 – 2018 – EHC plans were reviewed and in line with Medical Policy.</p> <p>2017 – Formal and informal pupil and parent forums have increased communication between school and parents.</p> <p>2016 – 2018 – Headteacher and SENDCo have ensured that community links and liaison with external agencies have been maintained</p> <p>Feb 2020</p> <p>- ongoing SEN CPD for all staff e.g. multisensory spelling, dyslexia, AAA award training</p>				

	<ul style="list-style-type: none"> - additional SEN resources purchased to meet needs e.g. sensory equipment (including autism), writing slopes, Clicker (alternative recording) - open door policy for parental engagement, termly SENDCo 'drop-ins', joint/individual parents evening appointments with SENDCo/class teacher, parent questionnaires for those children accessing Learning Mentor support
--	--

INFORMATION ACCESS AUDIT AND PLAN

	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short term	Ensure that school clearly notifies parents that all correspondence can be available in modified formats or large print	Ensure that this is clearly shown on the school website and in the newsletters	Ongoing	SLT	Parents have full access to important information and are aware of modified materials
Long term	Review Accessibility Plan	Accessibility plan reviewed in conjunction with all stakeholders	2019	Gov Body SLT	Accessibility Plan maintained and up to date
Review	2016 – 2018- The school have notified 2016 – 2018 - Hearing aids, radio aid systems and portal sound systems were checked regularly and adaptations were made for residential trips. Feb 2020 - SENDCo meets with parents to explain reports/assessments and provision in a timely manner, as required				