



Park Junior School

Accessibility Plan

Safeguarding Statement

At Park Junior School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Park Junior School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. This ethos is created by putting policy into practice by adults using this and other relevant school policies.

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Contents

- 1.0 Introduction
- 2.0 What is meant by the term “disability”?
- 3.0 Principles
- 4.0 The Scope of the Plan
- 5.0 Other Related School Policies
- 6.0 Key Aims
- 7.0 Actions to ensure equality for pupils with disabilities
- 8.0 Monitoring Procedure

Accessibility Plan

1.0 Introduction

Park Junior School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils are provided with the opportunity to experience, understand and value diversity

2.0 What is meant by the term “disability”?

The definition of disability is

“A person suffers a disability if he or she has a physical or mental impairment that has a substantial or long term adverse effect on his or her ability to carry out normal day to day activities.”

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. This definition also covers certain medical conditions when they have a long term and substantial effect on pupils’ everyday lives.

3.0 Principles

We recognise our duty under the Disability Discrimination Act (1995) as amended by the SENDA (2001)

“From September 2002, it will be unlawful for schools and LEAs to discriminate against disabled pupils in their admissions and exclusions, education and associated services.”

By education and associated services is meant preparation for entry to the school, the curriculum, teaching and learning, classroom organisation, timetabling, grouping of pupils, homework, access to school facilities, activities to supplement the curriculum, school sports, school policies, breaks and lunchtimes, the serving of school meals, interaction with peers, assessment arrangements, school discipline and sanctions, school clubs and activities, school trips, the school arrangements for working with other agencies and preparation of the pupils for the next phase of education. Schools and LEAs must:

- Not treat disabled pupils less favourably and
- Take reasonable steps to avoid putting disabled pupils at a substantial disadvantage (the “reasonable adjustment” duty)

The Local Education Authority and school governors have the duty to publish Accessibility Strategies and Plans.

(Please refer also to Park Junior School’s Disability Equality Scheme)

4.0 The Scope of the Plan

The plan covers all three main strands of the planning duty:

- 1. 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 associated services.***

This strand of the planning duty covers aids to improve the physical environment of this school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior services and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates and toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doors, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds and way finding systems.

Park Junior School is a relatively modern school (1984) with sensible basic provision for disabled pupils.

The main reception has provision for disabled access as does the main door used by external lettings and the door into the lower school. All of the building is on one storey and where there is a slight drop in floor level in the main corridor a ramp is provided. In the event of the need a hand rail could be placed on one side of this ramp if it were found to be necessary.

Two disabled toilets with a wide access door suitable for wheel chairs are provided along with grab rails.

Physical aids to access education cover such things as ICT equipment, enlarged computer screens and keyboards, switches, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand eye skills, such as extra robust equipment and specialist pens and pencils.

In recent years at Park Junior School applications have been made to LEA departments for additional specialist equipment such as adapted chairs and computer hardware.

In maintained schools such as Park Junior School, the provision of a special piece of equipment or extra assistance will usually be made through the SEN framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services which are provided through the SEN route and those provided under the planning duty is that the SEN duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future populations) of the school. For example a pupil with visual impairment might have low vision aids provided through the statement of SEN but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

Classrooms with windows facing the playground have had solar film fitted to reduce the glare, improve security and give privacy. The school hall windows has also had this film fitted. A considerable number of aids to writing and reading have been purchased to provide easier accessibility to many children.

Park Junior School provides a mobility space in its car park, outside the main reception doors and with a lowered curb for ease of access.

Due to Covid and the requirement to social distance, the main school gates are now open with a keep left system in place at both gates. There is now no vehicle access to the school during drop off and collection. All adults collecting from school wait in the car park areas and the pupils are seen out to them. Parents/carers with mobility badges are aware of this and arrive in school parked up, before the children come out. They leave once the car park area is cleared. The soft start in the mornings where pupils come straight into school now prevents the congregation of people in the playground/car park areas.

2. Increase the extent to which disabled pupils can participate in schools' curriculums

This strand of the planning duty is intended to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

Schools will be expected to plan to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEN framework. The accessibility strategies and plans will help ensure that schools are planning and preparing to respond to the particular needs of individual pupils.

At Park Junior School we see all of the curriculum and provision as being accessible to all pupils regardless of whether they are able bodied or disabled pupils. This links with our equality of opportunity ethos. In terms of pupils with special academic needs, provision of a differentiated curriculum ensures equal opportunity. However, we are aware that there may need to be specific adaptations made at the time of entry of specific pupils depending upon their particular need. Likewise provision of specialist items may well need to be made depending upon specific needs, as not all specific requirements could normally be expected to be in place.

Park Junior School will make use of the professional expertise that is available in the LEA from the Special Education Needs Support Service (SENS), the Advisory Teaching Service (ATS) and from Health Services, for example Speech and Language Therapist (SLT) and Occupational Therapist (OT). The school employs the services of an Education Psychologist who support the work of the SENCo.

All of these organisations are able to advise the school on strategies for accessing the curriculum, advising on learning environment and advise on specialist equipment.

We shall also be aware of the Behavioural Support Service, and continue to send representatives to the local primary SENCo cluster meetings which provide strong support. In this forum opportunities may arise to explore ways to improve access for pupils, and the meetings also give opportunities for sharing good practice.

The school will also have access to the Education Performance and Inclusion team (EP&I) website.

3. Improving the delivery of information to pupils with disabilities

This part of the duty covers planning to make information normally provided by the school in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape, and large print and also the provision of the information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

As this duty covers a very wide area of provision and need, it is likely to be responded to as the need arises. At Park Junior School in recent times examples of our response to this duty have included the provision of large print SATs tests and flash cards for SATs spelling. It has included provision of special dictionaries for EFL pupils, and access to specialist teaching for three EFL pupils. Members of staff have undertaken courses in BSL though there is no current need.

Training is regularly provided for staff, both within school and courses provided via specialist providers (e.g. ATS). Training is provided for staff to reflect on identified needs and in-line with the focus of the SDP for each academic year.

5.0 Other Related School Policies

Equality for disabled pupils is included as an implicit aim in all of the school's policies and is supported by the school's other policies including:

- Disability Equality Scheme
- Teaching and Learning
- Safeguarding and Child Protection Policy
- Equal Opportunities Policy
- Behaviour and Discipline Policy
- Admissions Policy
- Attendance
- School Improvement Plan
- School Asset Management Plan
- Educational Visits
- Off Sites Visits
- SEN Policy
- Physical Positive handling Policy
- Exclusions

6.0 Key Aims

Park Junior School aims to include all pupils and staff, including those with disabilities, in the full life of the school. Our strategies to do this will include:

- Having high expectations of all pupils

- Finding ways in which all pupils can take part in the full curriculum including sport, music, DT and drama
- Planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate (for day visits sufficient adults will be made available to support and facilitate participation for disabled pupils, and venues will be chosen to be appropriate as far as possible). For residential visits in Y6 appropriate levels of support will be arranged and venues chosen so as not to preclude a disabled pupil from participation. (There is usually sufficient time to ensure this if a disabled child has been in school since admission to Year 3)
- Setting policies and criteria which does not discriminate against pupils and staff with disabilities or treat them unfairly
- Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- Planning the physical environment of the school to cater for the needs of pupils and staff with disabilities
- Raising of awareness of disability amongst school staff through a programme of training
- By providing written information for pupils with disabilities in a form which is user friendly
- By using language which does not offend in all its literature and make staff and pupils aware of the importance of language
- By examining our library provision and reading books to ensure that there are examples of positive images of disabled people

7.0 Monitoring Procedure

Park Junior School recognises that the monitoring of practice is essential to ensure that pupils with disabilities are not being disadvantaged and that monitoring leads to action planning.

The following list contains areas that may be monitored with the **bold type** indicating essential areas:

- **Admissions**
- **Attainment**
- **Attendance**
- Punctuality
- Effects of pastoral strategies
- Rewards
- Sanctions
- **Exclusions**
- Response to teaching styles / subject
- SEN Register
- Setting / groups
- Effects of Literacy / Numeracy strategies
- Extra-Curricular Activities
- Homework
- **Selection and Recruitment of Staff**
- **Governing Body Representation**
- Parents attending consultation meetings
- Parents' involvement in the life of the school (PTA, parents evenings, classroom support, sports day, fetes etc.)

Senior Member of Staff Responsible: *The head teacher*

Designated Member of Staff: The SENco

Governor Responsible: SEN Governor

Useful Telephone Numbers:

Disability Rights Commission	0207 828 7022
DRC Helpline	0845 622 633
DfES Publications	0845 60 222 60
Ofsted Publications	02 7510 0180
QCA	021 8867 3333

Useful Websites:

British Dyslexia Association	www.bdadyslexia.org.uk/
British Dyspraxia Foundation	www.dyspraxiafoundation
ADHD	http://www.addiss.co.uk/