

Dame Janet Primary Academy Accessibility Plan



Date Policy Issued/Last Reviewed:	Jan 2020
Review Due:	Jan 2023
Name of Responsible Manager Executive Headteacher: Mr S Atkinson Head of School: Mrs G Sherwin	

Purpose of the Plan

- Audit existing achievements / provision
- Set goals and targets
- Consult on the plan
- Implement & Evaluate the plan
- Ensure the future of the accessibility plan

Consideration will be given to:

- Preparation for entry to the school
- The Curriculum – teaching and learning and supplementary activities
- Classroom organisation
- Timetabling and grouping of pupils
- Homework
- Access to school facilities
- School sports
- School policies
- Breaks & lunchtimes – including the serving of meals
- Assessment and examination arrangements
- School discipline and sanctions
- School trips, clubs and activities
- Transition arrangements

1.A. Physical

Re-Audit of existing achievements and review improvements in provision previously undertaken following the introduction of the Disability Act in 2003

Upper Site Building – Audit Update February 2020

- Wheelchair (basic) access to all rooms, raised edges / step into rooms have been eradicated on Upper site (except for some Upper Site Learning Rooms). Wheelchair access through the main hall to the staff room on upper site – door may need some further modification
- All classrooms have been carpeted to improve acoustics, black out curtains in classrooms have been installed on upper site to ensure sunlight can be blocked from shining on IWB's
- Overhead, ceiling projectors put in place to ensure that teachers do not have light beams at eye level
- Staff car park extended with designated disabled parking space available and appropriately signed (closest to building)
- Highlight edging steps around the front door and all others not previously highlighted around the school.
- Yellow tape used to highlight slope leading from the corridor to the kitchen
- Additional building Upper Site (Horsa Hut) on Phase 3 Playground
- Playground tarmac area in front of the main doors has been raised to allow wheelchair access
- Raise awareness of the NC Inclusion Statement.
- Disabled toilet installed

Lower Site

- Care Suite installed
- Doors installed in each classroom to allow access to outside area
- Wheelchair access to all rooms, no steps on lower site other than the mobile which has had a slope installed
- Slope installed in Woodland Walk to access the pond area
- All classrooms have been carpeted to improve acoustics
- Overhead, ceiling projectors put in place to ensure that teachers do not have light beams at eye level
- Staff car park extended with designated disabled parking space available and appropriately signed (closest to building)
- All classrooms installed with tinted glass to avoid direct sunlight

Will need to consider

- Steps to front door external ramp and handrails required to access front door entry on upper site, currently through side doors leading to phase 3 + phase 4 playgrounds
- Signs needed on outer toilet doors, hall etc. to indicate room purposes (Widget symbols to be displayed around the school as appropriate (toilets, library etc.).

1. B. Curriculum (across the academy)

- All hearing impaired pupils have mainstream support if required, including aids and hearing loops
- Special access considerations in examinations where appropriate
- Subject specific key words displayed in classrooms / other areas of the school
- TA deployment and identified skill mix to cover a whole range of curriculum needs (sign language, differentiation, further break down of NC tasks, pastoral support, inclusion support)
- Liaison with external services and agencies (Sensory; Health; STS; etc.)
- Detailed pupil information given to all staff (where appropriate)
- Classrooms and communal areas are ASD friendly
- Robust IEP's in place with regular reviews to ensure provision is in place
- PEEP's (when needed) to outline procedures for evacuating pupils and staff with disabilities from the building in an emergency
- Risk assessments are in place, including RA's for trips out of school
- Regular home / school liaison through well identified procedures
- All children have equal access to the curriculum and are not prejudiced or have barriers to their learning in any area

2. Goals and targets:

VISUALLY IMPAIRED

Standard	Available resources	Activity	Recipients	Timescale	Success criteria	Monitored by	Evaluation and impact on SIP
<p>Curriculum accessibility Increase awareness and understanding of problems experienced by V.I. pupils.</p> <p>Ensure VI pupils can fully access school's curriculum at appropriate level</p>	SDP	<p>Staff training from VI specialist (STS)</p> <p>Appropriate information on IEP's – available to essential staff, with access to specialist advice.</p> <p>Work differentiated in format to correct level. Enlarged text. Colour contrasts texts where appropriate.</p>	All staff in contact with VI pupils	Ongoing	Staff have enhanced understanding of VI	HT's/SENCO	SLT – Yearly review. Improvements ongoing
<p>Physical accessibility Ensure obstacles are visibly marked</p>	Buildings and maintenance costs	Steps are clearly marked and painted (yellow fluorescent edges)	VI pupils	Ongoing (Site Management team) following initial audit	Appropriate awareness of obstacles	SBM/SENCO	SLT

COGNITIVE DISORDERS

Standard	Available resources	Activity	Recipients	Timescale	Success criteria	Monitored by	Evaluation and impact on SIP
<p>Curriculum accessibility</p> <p>Increase awareness and understanding of difficulty</p> <p>Ensure full access to curriculum at appropriate level; use of outside agencies for diagnosis.</p> <p>Overcome potential barriers to learning and assessment for pupils who have learning difficulties or other SEN, including ASD</p>	<p>Help Sheets</p> <p>Advice from external agencies</p>	<p>Staff training, defining teaching objectives relating to social interaction, communication and lack of flexibility in thinking.</p> <p>SENCO to monitor pupils. Ensure information is given to all relevant staff. Access to specialist advice</p> <p>Work differentiated in pace, style and content to correct level.</p> <p>Consistent and structured approach to classroom management from all staff. Differentiation in curriculum, Enhanced pastoral support. Regular home school liaison.</p>	<p>All staff</p> <p>All staff teaching pupils with ASD and other SEN</p> <p>All staff</p> <p>SENCO</p> <p>CT/SENCO/PSA's</p>	<p>Sept 2021</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Staff have enhanced understanding</p> <p>Member of staff in place</p> <p>Staff have suitable information</p> <p>Set work is suitable for pupils</p> <p>Pupils feel secure within school</p> <p>Close contact is kept with home</p>	<p>SENCO</p> <p>SLT</p> <p>SLT</p> <p>SLT</p> <p>SLT</p>	<p>SLT + All staff</p> <p>SLT</p>

<p>Physical accessibility</p> <p>Improve physical environment in order to enable pupils with LD's and those who may be ASD to move around the building easily and safely.</p>	<p>Site Management team for alterations etc.</p>	<p>Use of Widget symbols around the school.</p> <p>Classroom environment – clearly labelled and organised</p> <p>Individual, bespoke Visual TT's if needed</p>	<p>All users of building</p>	<p>Ongoing</p>		<p>Governors</p>	<p>SLT Governors</p>
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HEARING IMPAIRED

Standard	Available resources	Activity	Recipients	Timescale & Cost	Success criteria	Monitored by	Evaluation and impact on SDP
<p>Curriculum Accessibility</p> <p>Increase awareness and understanding of the impact of the hearing impairment on learning</p> <p>Overcome potential barriers to learning for individual HI pupils by putting in Hearing Loops</p> <p>Responding to the diverse learning needs of HI pupils</p>	<p>SDP</p> <p>Advice from supporting agencies including STS + EPS</p>	<p>Access to an adult, ongoing when necessary</p> <p>Staff training from HI specialist advisor.</p> <p>Install hearing loops</p> <p>Seating plans which ensure maximum lip reading / listening opportunities for HI pupils</p> <p>SALT programmes where needed</p> <p>Developing parent partnership and other team structures e.g. SEN/Incteam</p>	<p>All staff awareness</p> <p>Hearing Impaired pupils (and staff)</p>	<p>Ongoing</p>	<p>Staff able to understand the need for a broad range of strategies to enhance learning of hearing impaired pupils</p>	<p>SENCO / NC.Manager. Governors + Supporting Agencies</p>	<p>SLT + Governors</p>

<p>Physical accessibility for HI</p> <p>Improve the physical environments of the school to increase the extent to which HI pupils are able to take advantage of education and associated services whilst in and around the building</p>		<p>Improve school and classroom acoustics in line with DfES guidelines</p> <p>Identify responsibilities and routines (e.g. fire evacuation; PEEP's etc.)</p>	<p>All pupils and staff</p>		<p>Improved accessibility for HI pupils</p>		
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PHYSICAL DISABILITY

Standard	Available resources	Activity	Recipients	Timescale & Cost	Success criteria	Monitored by	Evaluation and impact on SDP
<p>Curriculum accessibility</p> <p>Children with disability, whether physical or cognitive should have equal access to the curriculum</p>	CPD	<p>Availability of appropriate specialist for advice.</p> <p>Access to additional materials i.e. Sloping Boards, Pencil grips etc. information on IEP's with regular reviews – access to specialist advice.</p>	PD pupils on roll	On going		<p>SENCO at Pupil Progress Mtgs</p> <p>SLT</p>	APG and Governors
<p>Physical accessibility</p> <p>Ensure children with disability, whether permanent or temporary, have access to the Care Suite when needed</p>	Building budget	<p>Provide storage for aids for pupils with disability (including wheelchairs). Wheelchair users have more height adjustable furniture PEEP's in place</p>	<p>PD pupils</p> <p>All wheelchair users</p>		When completed	SLT Governors	SLT Governors

3.Consultation on the plan

Issue draft plan for all staff to comment

Bring main items of plan to SLT meeting for discussion

4.Publicise the plan

Ensure the full plan is available on request in a variety of formats

5. Implementation

Implement the plan by allocating adequate resources in the financial plan

6. Evaluate the plan

Consider:

- Is there greater satisfaction of disabled pupils and their parents with the provision made for them?
- Evidence of the greater involvement of disabled pupils in the full life of the school
- Observable changes in staff confidence in teaching and supporting disabled pupils with a range of needs
- Audit on the main curriculum areas
- Progressive improvements to the physical environment of the school
- Information for pupils available in a range of formats

7. Ensure the future of the accessibility plan

The plan should become less of an independent strategy and more of a thread running through all the school's plans and policies including:

- Plans related to capital works and premises management
- Curriculum
- Information technology support services
- Staff training and associated service

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short Term	<p>Assess availability of alternative equipment to support better curriculum access.</p> <p>Ensure specialist equipment stays with the child throughout their time at DJPA.</p>	<p>Awareness raising of appropriate equipment available e.g. left handed scissors, triangular pens, large print books etc.</p> <p>Return unused equipment to SEN department</p>	<p>Audit to inform additional resources. Advice / written information on alternative formats etc.</p> <p>SEN resources returned and available</p>	Ongoing	Better shared resources and information.
Medium Term (1)	Identify areas of the school that require accessibility modification and / or improvement.	Use of 'critical friends', school staff (inc. govts) to review buildings etc. Seek advice from Support Services.	Front entrance and other parts of the school are more accessible to all.	Spring Term 2021	Physical accessibility is improved.
(2)	Training for NQT's / TA's and any other staff who may require knowledge of differentiation strategies.	Audit from subject / SEN monitoring to identify if teachers require support and advice.	Teachers are empowered to meet the needs of less able children in all areas of the curriculum.	Summer 2021	Total access to NC
Long Term	Plans are submitted to improve additional access to designated areas. Specific areas are prioritised to fit ramps, handrails etc.	Use of minor capital delegated resources	All entrances will be accessible, and other building plans realised.	Summer 2021	Physical accessibility of the school increased - all other plans in place.