Accessibility Plan

2018 - 20

Approved by GB: March 2018

Next review due: March 2020

Purpose of Plan

We believe that this Accessibility Plan is compliant with current legislation and requirements, as specified in Schedule10 relating to Disability and the Equality Act 2010. School governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Churchfields Junior School Accessibility Plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with children, parents/carers, staff and governors of the school and will advise other school planning documents.

The Accessibility Plan will be reported on annually in respect of progress and outcomes and will provide a projected plan for the two years ahead. This plan will operate alongside the setting of Equalities Objectives. The Accessibility Plan is structured to complement and support the school's Equalities Objectives and will be published on the school's website.

We are committed to providing an environment that enables full curriculum access which values and includes all pupils, staff, parents/carers 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.

The Churchfields Junior Accessibility School Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs, where practicable. The Accessibility Plan will contain 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 pupils without a disability. This covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities in school 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 access to the physical environment of the school, adding specialist facilities as necessary. This covers improvement 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/carers and visitors with disabilities. Examples might include handouts, timetables, text books and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors in equality issues, with reference to the Equality Act 2010.

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- o Curriculum Policy
- o Equality Objective
- o Single Equality Policy
- o Health & Safety Policy (including off-site safety)
- o Special Educational Needs Policy
- o Behaviour Policy
- o School Improvement Plan
- o School Brochure / Prospectus

The Accessibility Plan for physical accessibility relates to the Access Audit for the school. 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.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will need to consider equality and diversity issues, as required by the Equality Act 2010.

The school prospectus will make reference to the Accessibility Plan.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Curriculum Committee.

Churchfields Junior School Accessibility Plan 2018 - 2020

Objective	Actions Required	Timescales and Costs	Outcome / Impact	Achievement Evidence and Evaluation
Revised training for all staff in teaching children with hearing impairment and autism.	- Hearing Impaired Service to lead training in use of key equipment and general understanding of children with hearing impairment. - Asperger's/Autism Specialist Service to lead training on understanding and support for children with Asperger's/autism.	Every Spring Term	- All staff have a clear understanding of the needs of children with hearing impairment and Asperger's/autism and know how best to support children in school. - Children are successfully included in all aspects of school activity.	
All extra-curricular activities are planned to ensure they are accessible to all children.	- Review all out-of-school provision to ensure compliance with legislation.	Ongoing	- All out-of-school activities will be conducted in an inclusive environment with providers that comply with current and future legislative requirements. - Increasing activities for all children.	
Classrooms are optimally organised to promote the participation and independence of all children.	- Review and implement a layout of furniture and equipment to support the learning process in individual classrooms. - Use of visual timetables.	Ongoing	- All lessons start promptly without the need to make adjustments. - Children have ready access to support their learning using a range of resources.	

Objective	Actions Required	Timescales and Costs	Outcome / Impact	Achievement Evidence and Evaluation
Training for awareness of and raising of disability issues.	- Provide training for governors, staff, pupils and parents/carers. - Discuss perception of issues with staff.	Ongoing	- Whole staff and community aware of issues relating to access.	
Continue to review the deployment of LSAs.	- Continuously review the support needs of individual children.	Ongoing (reviewed regularly)	- Adult support is available during key times, ie lunchtime, PE, specific curricular activities.	
Availability of written material in alternative formats.	- Explore ways in which information can be converted into alternative formats. - Use of visualizers.	Ongoing	- The school will be able to provide written information in different formats when required for individuals. - Delivery of information to parents/carers improved.	
Ensure effective communication to parents/carers in alternative formats.	- Review current methods of communication with parents/carers and promote accessibility to different forms of communication.	Spring Term annually	- School information available to all. - All information published on website. - School aware of parents/carers who do not access website.	
Survey parents/carers as to quality of accessibility and seek opinions as to how to improve.	- Survey on quality of accessibility communication.	Spring Term annually	- School is aware of suggested ways of improving accessibility - Prompt action taken to improve.	