



## **Accessibility Plan 2016 - 2019**

## **The Purpose of this Plan**

This plan shows how Broadway Junior School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

## **Definition of disability**

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

## **Contextual Information**

Broadway Junior School maintains an important role in the community of Grindon and other surrounding areas.

There has been a school on site for over 50 years. The school is mostly one level with the staff room and office space on the upper floor.

At present we have no wheelchair dependent pupils, parents or members of staff however facilities have been developed to ensure access to the building via ramps and disabled parking is available close to the main entrance.

## **Current Range of known disabilities**

The school has children with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions. A few children have communication and interaction difficulties.

## **Areas of planning responsibilities**

1. Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
2. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
3. Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils).

The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

## Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mostly mixed ability (with some setting where appropriate), inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have equal access to attend age relevant after school clubs, leisure and cultural activities and educational visits.

The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Timescales	Responsibility	Success
Increase confidence of staff in differentiating the curriculum	Awareness of staff needs on curriculum access	2016-2019 Annual Review/ Lesson Observation	SMT	Raised staff confidence in differentiation and increased pupil participation
	Assign CPD for developing ASD friendly classrooms and differentiation	2017	SENCO	
	Assign CPD for improving outcomes in English for SEN children	2016	Eng Lead	
	Assign CPD for improving outcomes in Maths for SEN children			
Understanding complex needs and planning individual programmes of learning.	2017	Maths Lead		
Use of ICT to support learning for SEN children.	Identification of pupil need Clicker Training	Based on individual need June 2017	SENCO/ ICT lead SENCO/ ICT lead	Wider use of ICT SEN resources in the classroom
Improve access to educational visits and residential visits ensuring accessibility	Devise guidelines for disability access Vet all venues/ activities for accessibility	2016	LOTC / Forest school Lead Education Visit Coordinator	All pupils access all educational visits/ residential visits.

**Monitoring:** Ongoing monitoring is established through monitoring cycle of lesson observations, book scrutiny and staff performance reviews.

## Improving access to the physical environment of the school Provision

The school has appropriate accessibility due to the physical nature of the school environment. Individual needs will be assessed upon transfer to our school and transition will be planned for prior to entry. Two staff members have current training in lifting, handling and movement of children should the need arise. The school benefits from automatic doors to the front entrance, ramp access on the upper corridor and all external exits are accessible. A disabled toilet facility is available within the family learning facility.

Target	Strategies	Timescales	Responsibility	Success
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	Be aware of staff, governors and parents access needs and meet as appropriate  Consider access needs during recruitment process	As required	SENCO	All staff and governors feel confident their needs are met Parents have full access to all school activities
To create access plans for individual disabled pupils as part of the IEP process when required	Consider needs of disabled pupils, parents/carers or visitors	Induction and on-going if required  As required	Head/ Governors/ Site manager/ School Surveyor	IEPs in place for disabled pupils and all staff aware of pupils needs

### Evacuation and Fire Plans

Target	Strategies	Timescales	Responsibility	Success
Ensure all disabled staff, visitors and children can be safely evacuated in the event of an emergency	Personalised plans required for noise sensitive children when required.  Nominated adult to support evacuation of all children  Evacuation plans reflect needs of children.  Request for support asked for at reception  Classroom exit routes kept clear.	2016-2019	Fire Safety lead  Head teacher  Class teachers  Health and Safety	All disabled pupils and staff working alongside are safe in the event of a fire

**Monitoring:** Monitoring of evacuation procedures takes place at regular intervals. Discussion takes place between SMT and site supervisor. All staff aware that they should be aware of reporting concerns.

## Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Target	Strategies	Timescales	Responsibility	Success
Information to parents/carers/ Pupils to ensure it is accessible.	<p>Verbal feedback encouraged to parents/carers with basic skill difficulties.</p> <p>All staff to support parents with disseminating information.</p> <p>Use of phone calls to eliminate use of print</p> <p>Encouraging parents to talk 1:1 with staff members.</p> <p>Information can be presented upon request in different formats e.g sign language</p> <p>Coloured Laminated cards/ coloured paper used to reduce visual stress</p> <p>Enlarged print used when needed.</p>	As required	<p>SMT</p> <p>All staff</p> <p>Class teachers</p>	Pupils and/or parents feel supported, informed and included.

**Monitoring:** Monitoring remains the collective responsibility of all staff and governors. Service users should be aware of the complaints procedures of the school.