



This Accessibility Policy and Plan 2015/2018

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of 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.

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Holtsmere End Junior School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
 - * Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - * Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Disability Discrimination Act. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - * Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
7. Information about our Accessibility Plan will be published on the school website and copies made available to parents on request.
9. The Plan will be monitored through the Curriculum and the Premises Committees of the Governors.
11. The Plan will be monitored by Ofsted as part of their inspection cycle.
12. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Holtsmere End Junior School Accessibility Plan 2015 - 2018

(September, 2016 Review)

SECTION 1

IMPROVING THE PHYSICAL ACCESS AT HOLTSMERE JUNIOR SCHOOL

Access Report Ref:	Item:	Activity:	Timescale:	Cost:
1.	Specific disabled toilet required	Install additional toilet and reconfigure existing disabled toilet	2015 Completed	£3500
2.	Wild life area to be made more accessible to children with physical disabilities	Ensure clear of trip hazards	Spring 2016	£1000
3.	Slippery playground	Drains cleaned out on playgrounds to ensure no build up of mud Leaves collected regularly	Termly	£200 each visit
4.	Car park trip hazard	Resurfacing car park Gain three quotes Share quotes with infant school	Summer 2016	£10,000

5.	Trip hazard year 3 classroom floor	Resurface floor	Spring 2016	£2500
6.				
7.				

SECTION 2

IMPROVING THE CURRICULUM ACCESS AT HOLTSMERE END JUNIOR SCHOOL

TARGET	STRATEGY	OUTCOME	RESPONSIBLE	TIMESCALE	ACHIEVEMENT
All before and after-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils.	Review all out of normal school time provision to ensure compliance with legislation, validating clubs via Children's University.	All out of normal school time activities will be conducted in an inclusive environment with providers that comply with current and future standards.	Leadership Team.	Feb 2015	Increase in access to all activities for all disabled pupils.
Classrooms are organised to promote the participation of the whole range of pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	All staff.	December, 2015.	Increase in access to the new curriculum.
Training for awareness rising of disability issues.	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to access.	Leadership Team.	April, 2016.	Community will benefit by a more inclusive school and social environment
Pupil voice work carried out with disabled children to ensure nothing is missed by school staff	SENCO to conduct Learning walk termly	Children will have all difficulties and challenges addressed that may not be noticed	Leadership Team.	Termly	Community will benefit by a more inclusive school and social environment
Soundfield system to work in all	Interm IT to assess, quote and	Children with hearing impairment will	Leadership Team.	Spring 2016	Hearing impaired children will

classrooms	carry out work	enhanced access to the curriculum			make at least expected progress across all areas of the curriculum
Access arrangements for SATS	SENCO and Head to consider Year 6 disabled pupils needs and apply access arrangements inline with guidance	Children with disabilities will have equal access to SATs tests so that they are not at a disadvantage compared to other pupils	SENCO, Head year 6 teachers	Annual Spring term	Disabled children's SATs results will reflect their true ability.
Laptops to support children with physical difficulties/weak fine motor skills	Laptops made available for individual children once needs have been assessed.	Children will be able to communicate in a written form	SENCo and Head	Ongoing	Children will make at least expected progress across all areas of the curriculum

SECTION 3

IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT HOLTSMERE END JUNIOR SCHOOL

TARGET	STRATEGY	OUTCOME	RESPONSIBLE	TIMESCALE	ACHIEVEMENT
Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes.	Leadership Team, school office.	Summer 2016.	Delivery of information to disabled pupils improved.
Make available school newsletters and other information for parents, in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested.	All school information available for all who request it.	Leadership Team, school office.	Summer 2016.	Delivery of school information to parents and the local community.
Review documentation with a view of ensuring	Get advice on alternative formats and use of	All school information available for all	Leadership Team, school office.	Summer 2016.	Delivery of school information to pupils and parents

accessibility for pupils and parents with visual impairment.	ICT software to produce customised materials.	who request it.			with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communication systems.	Arrange training courses. Highlight value of link books . Being aware of parents with disabilities, learning difficulties and the importance of a phone call to communicate	Awareness of target group raised.	Leadership Team. Learning mentor	July, 2016.	School is more effective in