

Whitstable Junior School

Accessibility Plan 2018 - 2021

Developed and Reviewed 2018

Visual Impairment							
Focus	Available resources	Activity	Staff Involved	Time scale and cost	Success criteria	Monitor by	Evaluation and impact assessed
Curriculum Accessibility							
With reference to current and identified future needs. Increase awareness and understanding of problems experienced by V.I. pupils	Staff Development Budget	With reference to current and identified future needs. Staff training from V.I advisor Ensure information is given to all relevant staff, access to specialist advice,	All staff	Ongoing	Staff have enhanced understanding of V.I	SLT	SENCo
Ensure V.I pupils can fully access school's curriculum at appropriate level.	Annual budget allocation to send	Work differentiated in format to correct level. Heavy printed books and paper enlarged texts Colour contrast texts where necessary Raised/slanted desks where necessary	Staff teaching pupils with V.I for core subjects.	Ongoing	Member of staff in place permanently. Set work is suitable Stock of resources available	SLT	SENCo SENCo SENCo
Overcome potential barriers to learning and assessment for individual V.I pupils		Regular home school liaison. Regular visits and assessments by LA Advisor for V.I	All staff teaching pupils with V.I HT & SENCO		Pupils feel secure at school		Governors
Physical accessibility Improve physical environment in order to enable V.I pupils to move around the building easily and safely.	Funding for Building adaptations	Colour contrast door architraves and handles, hand rails. Create marked pathways of travel. Provide step/hazard markers.	All users of building	When new decorating is under taken	Close contact with home is kept Regular visits	SLT	

		Colour contrast/enlarge room labels.			are made by V.I advisor Building is made as safe as possible for V.I pupils.		
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Physical Disability							
Focus	Available resources	Activity	Staff involved	Time scale and cost	Success criteria	Monitored by	Evaluation & Impact assessed by
The following are subject to current needs of children within the school and identified future needs.							
Increase awareness and understanding of the impact of PD on learning	Staff Dev Budget	Utilise the advice from specialist agencies with reference to specific pupils where and when appropriate	All staff	Ongoing	Individual pupils needs are met	SLT	SENCo
Curriculum accessibility	Annual budget allocation to send	Research and prepare for the integration of individual PD pupils to allow full access to the curriculum	All staff & pupils	Ongoing	Full access to curriculum	SLT	SENCo
Physical Accessibility	Capital budget	<p>Research and prepare for the integration of individual PD pupils to allow full access to the school environment.</p> <p>Identify future needs Consider improvements to external access. Consider alterations to cloakrooms and furniture where necessary. Provide more height adjustable tables where necessary. Ensure wheelchair access to classrooms where necessary</p>	School community as a whole	Ongoing	PD pupils successfully integrated and confident within the school environment	SLT	SENCo

Hearing Impairment

Focus	Available resources	Activity	Staff Involved	Timescale and cost	Success criteria	Monitored by	Evaluation & Impact assessed by
Responding to the diverse learning needs of HI pupils	Circle Times Assemblies Liaison INSET	<p>SALT programmes where needed</p> <p>Positive attitudes and understanding encouraged within the school community.</p> <p>Developing parent partnership and other team structures e.g. governor involvement.</p> <p>Identify responsibilities and routines (fire evacuation policy – individual escape plan).</p> <p>Develop peer support/circle of friends</p>	<p>HI pupils</p> <p>HI and other targeted pupils SBM / Caretaker</p> <p>HI pupils CT TA</p>	<p>On going</p>	<p>Increased social inclusion</p> <p>Parent responses to questionnaires / surveys shows 90% positive response. Emergency Plan reflects needs of specific HI pupils.</p>	<p>Special Needs Governors</p> <p>SEND Governor</p>	<p>SLT via pupil progress meetings, IEP reviews, Surveys etc.</p>
<p>Physical Accessibility</p> <p>Improve the physical environments of the school</p>	<p>Capital Annual budget allocation to send</p>	<p>Consider improvements to school and classroom acoustics in line with DFES guidelines e.g. acoustic baffle boards in all rooms.</p> <p>Consider/additional Loop or sound: field systems. Provide direct input leads to link hearing aids to computers where and when appropriate. Consider visual emergency alarms.</p>	<p>All pupils and staff</p> <p>All hearing aid users</p> <p>HI pupils</p>	<p>Ongoing</p> <p>During modernisation</p> <p>Ongoing</p>	<p>6/8 classrooms in Victorian building with improved acoustics.</p> <p>Accessibility for HI pupils</p> <p>All new building</p>	<p>Special Needs Governors</p>	<p>SENCo</p>

		Consider methods of using interactive white boards that allow for lip reading.			works include visible alarms in toilets & classrooms.		
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Learning/Behaviour Difficulties

Focus	Available resources	Activity	Staff	Timescale and cost	Success criteria	Monitored by	Evaluation & Impact assessed by
Curriculum Increase awareness and understanding, diagnosis of disorder and level of incapacitation	Staff Development Budget	To continue staff development on inclusion with particular reference to current and identified future needs.	All staff	Ongoing assessed Yearly/termly	Staff have enhanced understanding.	SLT	SENCo
Ensure full access to curriculum at appropriate level	Annual budget allocation to send	SENCO responsible for monitoring these pupils & ensuring information is given to all relevant staff Access to specialist advice.	SENCO and external agencies	Ongoing Assessed yearly/termly	Staff have suitable information a.s.a.p	SLT	Governors
Overcome potential barriers to learning and assessment for pupils on the autistic spectrum.	Annual budget allocation to send	Work differentiated in pace, style and content to correct level. Consistent and structured approach to classroom management from all staff. Differentiation of delivery of curriculum, to take account of, ability and learning style	All staff	Ongoing	Work is suitably differentiated for pupils	SLT	SENCo
		Regular home school liaison	All staff		Pupils feel secure within school		SLT

<p>Improve physical environment in order to enable pupils on the move around the building easily and safely.</p>	<p>Capital Budget Annual budget allocation to send</p>	<p>Adapt and code all areas with particular reference to current and identified future need.</p> <p>Ensure physical boundaries are secure. Classroom environment – clearly labelled and organised</p>	<p>All users of building</p>	<p>Ongoing</p>	<p>Identified children are secure within the school environment</p> <p>All classrooms are accessible</p>	<p>SLT</p>	
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May 2018 Review and an outline for defining an accessibility plan

- A Identify current strengths and achievements
- B Identify potential for increased access
- C Define philosophical principles/constraints
- D Identify changes/costs/timescale

A: Identification of current strengths and achievements – (Sections 1,2,3, and 4)

Section 1: How does our school deliver curriculum?

Question	Learning/ Behaviour difficulties	Physical Disability	Impaired Vision	Impaired Hearing
Classrooms: How does size and layout limit access for all pupils ? (Academic, sporting, play, social facilities).	Year 4 classes cramped	Cramped classes – Year 4, access to Y4 rooms.	No limit	No sound field system
The hall: Assembly/canteen/gym	Hall cramped for whole school dining area cramped – limited access	Stepped access via Y5 cloakroom, cramped access routes when whole school present	No Limit – equipment stored around edge =hazard?	Loop in place
Studio	No limit	No limit	Obstacles not clearly demarked – planters, gates	No limit No sound system in Studio
Playgrounds:	No limit	No limit		No limit
Sporting facilities:				Sound system and loop in hall. Sound system in all classrooms and studio.

Question	Learning/ Behaviour difficulties	Physical Disability	Impaired Vision	Impaired Hearing
What are barriers to access/ egress (leaving)?	No limit	Doors – weight & handles (from w/chair)	Some doorframes wrong colour	No limit
How are pathways of travel indicated?	Routes are not indicated at all & no protocol. Car parking areas a major concern for hearing/visually impaired.			

How do emergency and evacuation systems inform All pupils?	No limit – regular opportunities for practice – oral instructions	No limit except for potential issues around stepped exit from hall	Regular opportunities for practice – oral instructions	No visual alarm. Visual alarms in toilets for disabled.
How does the decor or signage assist, confuse or disorientate disabled pupils e.g. autism or epilepsy?	No limit	No limit	Are colour contrasts sufficient?	No limit
How are areas modified to meet needs?	No limit	Grab rails/bars will be available if required.	Is lighting sufficient?	Is background noise monitored?

Section 2: How does our school deliver materials in other formats?

Question	Learning/ Behaviour difficulties	Physical Disability	Impaired Vision	Impaired Hearing
How is information provided as an alternative to standard forms?	ICT - software	No limit	Enlarged texts Coloured paper / IWB screens	
How is information presented to groups in ways that are user friendly for people with disabilities?	By reading out projections & describing diagrams.		By reading out projections & describing diagrams.	Some staff trained in Makaton
What facilities, such as ICT, are available to produce written information in different formats?	ICT software	No limit	Enlarging copier Coloured IWB screens	Voice recorder Headphones
To what extent are staff familiar with technology and practices developed to assist people with disabilities?	Makaton	Limited awareness	Limited awareness	Limited awareness
How are furniture and equipment selected, adjusted and located appropriately?	Consideration given to layout	Some specialist furniture, e.g. angled desk tops/raisers.	Colour systems considered	Hearing loop & portable system located in hall.

Section 3: How does our school seek to meet the needs of all pupils?

Question	Learning/ Behaviour difficulties	Physical Disability	Impaired Vision	Impaired Hearing
What training in teaching and support to disabled pupils has been provided for teachers? And for teaching assistants?	Considerable INSET to both groups	None	None	None
What training in physical assistance to disabled pupils?		Monitor for Epilepsy, Asthma, Anaphylaxis, Diabetes		
How are your classrooms organised for the disabled pupils?	Wobble seats Sloping desks Ear defenders	Clear access & routes, some rampage		Seating arrangements considered

	Teacch stations			
How do lessons provide for all pupils to achieve?	Curricular differentiation, support staff, range of teaching strategies	Adapted resources	Adapted resources	
How are lessons modified for pupil diversity?	Range of activities e.g. skills based Sports activities to enable full participation.			
How do lessons allow for work to be done by individuals, pairs, groups and the whole class?	Lesson plans incorporate details. Differentiation			
What arrangements are made for all pupils to take part in music, drama, and physical activities?	Support as appropriate.	LSA's to support. Activities modified to ensure inclusion.		
How do staff recognise and allow for the increased mental effort required by some disabled pupils?	Sensory circuits, additional time allocated to tasks, use of regular brain breaks, use of alternative ways of recording e.g. scribe, peer support, voice recorders, laptops and voice recognition software.			

Question	Learning/ Behaviour difficulties	Physical Disability	Impaired Vision	Impaired Hearing
How do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	Lessons adapted, additional time allocated			
How do staff provide alternative ways of giving access to experiences or understanding for disabled pupils who cannot engage in particular activities?		Some forms of exercise in physical education adapted		
What computer technology is specific for students with disabilities?	Clicker Dragons Naturally Speaking word recognition software		Laptops, i-pads	IWB
Which school visits are not made accessible to all pupils?	Risk assessments under taken for all visits, parents involved & discussion occurs re. Reasonable action taken.			
How are high expectations identified for all pupils?	Target setting & tracking →			
How have staff sought to remove barriers to learning and increase participation?	Inclusive ethos →			

Section 4: What other systems facilitate the needs of all pupils?

Question	Learning/ Behaviour difficulties	Physical Disability	Impaired Vision	Impaired Hearing
Support Strategies	Coastal Alliance schools - networks,			
H&S and Welfare	Class based drinking water; professional support, school employs Counsellor, Flo			

	(also play therapist) Well Being Team.	
Policies & attitudes	Strong personal commitments to inclusion with some staff	
Monitoring – access & outcomes	Leadership Team & SENCo - Data/attainment. Focus groups. Intervention programmes	→

B Identify potential (or limits) for increased access

Functional focus	Learning & Behaviour	Physical Disability	Impaired Vision	Impaired Hearing
Adaptation of Curriculum	Greater differentiation, curriculum delivery to reflect learning intelligence.	e-books	Large print books; audio books	Studio & sound systems in classrooms
Resources		Community OT/Phsio; Sch Nurse	Kent Ass. For the blind	Sound field system
Physical environment	Organisation of pupils re. Hall use.	Tap adjustment; Toilet step, rails, ramps, access to staffroom (how?)	Sloping desk magnifiers	As above
(Environment – general)	Lack space for a permanent bed, thus limit access for cystic fibrosis etc; permanent hoist and change facilities, thus limited access for heavy wheelchair dependency. Now have care suite.			
Support strategies		Varied size clothing; care plan RNIB		RNID
(Support – general)	Coastal Alliance – pool the purchase and use of specialist equipment e.g. rough/tough chair; adjustable table. Teacher/Parent/Governor partnerships			
Policies	Review Behaviour Policy, SEN Policy	Extend strength in supportive care	Limit to partial sight, specialist teacher Limit to part hearing, no specialist teacher	
(Policies – general)	Develop accessibility policy – e.g. limiting access according to capacity and impact on others (ratios/volume); adjustments according to perceived requirements of pupil as well as advisors! Determine priorities/alternative focus with Coastal Alliance			
Monitoring	Develop a list of past and present “included “ pupils (& their presenting needs) with evaluated outcomes plus exclusions. List current teacher/teaching assistant’s skill base.			
Health, safety & Welfare	Review handling policy	Review Manual Handling Policy	? Alarm; Review risk assessments	? Alarm; Review risk assessments
(HS&W general)	Liaison with breakfast club and after school clubs and ensure accessibility.			

	Undertake risk assessments according to potential applicants + personal escape plans.
Training	Increased INSET for teaching & support staff re Differentiation, teaching & learning styles, emotional intelligence. Awareness raising of potential issues re hearing & visually impaired pupils. Awareness raising of implications for children with learning & behavioural needs.
(Training – general)	Explore teacher/TA views and review perceived needs. Consider further INSET – inclusion awareness etc.

C Identify philosophical principles/constraints and so define our policy

Existing facility	Known conditions/situations accommodated: speech & language development; wheelchair/semi-mobile; size/weight variations; mild autism; epilepsy; asthma; diabetes.			
Staff aspirations	Explore teacher/TA views and review their aspirations, reservations and perceived needs.			
Environmental constraints	Lack space for a permanent bed, thus limit access for cystic fibrosis etc; permanent hoist and change facilities, thus limited access for heavy wheelchair dependency. Victorian building with many levels/steps & a Conservation Order.			
Policy considerations	Possibly limit access according to capacity and impact on others (ratios/volume); make adjustments according to perceived requirements of pupils as well as advisors! Determine priorities/alternative focus within Whitstable/District strategic plans.			
Actions	Establish breakfast club and ensure accessibility; Undertake risk assessments according to potential applicants + personal escape plans.			
Focus for further action	Differentiation, teaching & learning styles, emotional intelligence.	Extend strength in supportive care	Limit to partial sight, no specialist teacher	Limit to part hearing, no specialist teacher
Training	Consider further INSET – skill base and inclusion awareness etc..			
Policy Formation	Develop accessibility policy.			