

Higham Ferrers Junior School

'Be the best you can be'



SCHOOL ACCESSIBILITY PLAN 2020

APPROVED:	<i>MARCH 2002</i>
SIGNED:	<i>SENIOR LEADERSHIP TEAM</i>
TO BE REVIEWED:	<i>MARCH 2023</i>

RECORD of CHANGES

Date	Update / Changes
03.20	Full Policy Review, update and reissue of Accessibility Plan.
03.22	Updated outcomes.

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ACCESSIBILITY PLAN

1. INTRODUCTION

1.1 Higham Ferrers Junior School promotes a positive attitude towards diversity and is committed to providing a service that is responsive to the needs and aspirations of the diverse community it serves. This commitment is therefore reflected in the school's accessibility strategy. The strategy encourages a proactive approach to improving access for pupils with disabilities and has regard to the duties as outlined in the Equality Act 2010, Inclusion, Equality and Diversity, the Special Educational Needs and Disability (SEND) code of practice and in particular the main duties which include:

- a. Not to treat disabled pupils less favourably for a reason related to their disability
- b. To make reasonable adjustments for disabled pupils so they are not at a substantial disadvantage

2. DEFINITION OF DISABILITY AND SPECIAL EDUCATIONAL NEEDS (SEN)

2.1 **Special Educational Needs Code of Practice 2015.** Many children and young people who have SEN may have a disability under the Equality Act 2010 that is:

*'A physical or mental impairment which has a **long-term** and **substantial** adverse effect on their ability to carry out normal day-to-day activities'*

2.2 This definition provides a relatively low threshold and includes more children than many may realise. 'Long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

2.3 This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

2.4 Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

2.5 **Further Information from the SEND Code of Practice.** The following additional information supports the definition outlined in para 2.1 above:

- a. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- b. A child of compulsory school age or a young person has a learning difficulty or disability if they:
 - Have a significantly greater difficulty in learning than the majority of others of the same age

OR

- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

2.6 For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

2.7 For a child under two years of age, special educational provision means educational provision of any kind.

2.8 A child under compulsory school age has special educational needs if they are likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (*Section 20 Children and Families Act 2014*).

2.9 The term SEN is used in this Code across the 0-25 age range but includes learning difficulties and disabilities (LDD).

2.10 **Equality Act 2010.** The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- a. They must not directly or indirectly discriminate against, harass or victimise disabled children and young people’.
- b. They must not discriminate for a reason arising in consequence of a child or young person’s disability.
- c. They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- d. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- e. Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and nondisabled children and young people.
- f. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty.

2.9 **Inclusion.** All children are unique with some children having additional needs which must be met with the added support of the SENCo or Inclusion Manager. The drive for early identification of children who are not at their expected level of development, and the subsequent support and partnership working in order to narrow the attainment gap, is key to improving outcomes for our youngest learners.

2.10 Through careful observation of children, their starting points, needs, interests and subsequent learning experiences must be planned and differentiated accordingly.

2.11 All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care.

2.12 The [Send Code of Practice 0 to 25](#) is a statutory code that contains:

- a. Details of these legal requirements that you must follow without exception
- b. Statutory guidance that you must follow by law unless there's a good reason not to follow.

2.13 **Equality.** The Equality Act provides a legal framework to protect the rights of individuals and advance equality of opportunity for all. Everything that you do needs to be non-discriminatory and this may require regular reviews of practices, policies and procedures to ensure they do not discriminate against people with a 'protected characteristic'.

2.14 If you are in receipt of:

- The free childcare grant
- and
- Are regularly inspected by Ofsted

3. OBJECTIVES

3.1 Our school's key objective is to reduce and eliminate wherever possible any barriers to access to the curriculum and to allow full participation by the whole school community, including visitors.

4. PRINCIPLES

4.1 The Governing Body and Staff of Higham Ferrers Junior School will:

- a. Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals and their preferred learning styles.
- b. Recognise the parent's/carer's knowledge of their child's disability and its effect on their ability to carry out certain activities.

- c. Respect the parent/carer and child's right to confidentiality.

5. SCOPE

5.1 **Educational Activities.** Our school will continue to seek and follow the advice of outside agencies involved with the child and family, including the Local Authority support services, the Educational Psychologist and the appropriate health professionals.

5.2 **Physical Environment.** Our school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, toilet facilities and more accessible fixtures and fittings.

5.3 **Information.** Our school will provide information in alternative formats when required or requested.

6. AUDIT

6.1 Our school will use an Accessibility Audit to draw up an Accessibility Action Plan. Reviews of, and monitoring of, progress against the action plan will be discussed at Behaviour and Welfare Committee meetings.

7. MONITORING AND REVIEW

7.1 Our school will use an Accessibility Audit to draw up an Accessibility Action Plan. Reviews of, and monitoring of, progress against the action plan will be discussed at Behaviour and Welfare Committee meetings.

8. OTHER RELEVANT POLICIES

8.1 The following documents should be read in conjunction with this plan:

POLICY	STATUS	LOCATION
Whistle-blowing	Active	Safeguarding Folder
Anti-Bullying	Active	Safeguarding Folder
Inclusion	Active	Safeguarding Folder
Supporting children with Medical Conditions	Active	Safeguarding Folder
Equal Opportunities	Active	Safeguarding Folder
Health and Safety	Active	Safeguarding Folder

Higham Ferrers Junior School



ACCESSIBILITY PLAN

	Target	Strategy	Time Scale	Outcome
Short Term	School is aware of the access and engagement needs of disabled pupils	Create Access plans for individual disabled children as part of IEP process, when and where necessary	When necessary	Needs are met and adjustments made after an assessment
	Ensure disabled pupils can be safely evacuated	Ensure risk assessments cover safe evacuation in event of emergency PEEPS in place and reviewed annually	ASAP after new pupil joins ASAP for existing pupils	Evacuation drills are practiced and recorded.
	Pupils and parents/carers with disabilities have access to the curriculum and information and building	Provide differentiated materials according to needs of stakeholders	When necessary	Modified materials can be provided – the building is suitable for disabled access.
	Stakeholders with disabilities can move around the building	Provide other relevant arrangements as necessary	When necessary	Corridors, doors and learning spaces are suitable for disabled access.

**ANNEX A TO
ACCESSIBILITY POLICY**

Medium Term	To ensure the school develops children's awareness of disability	Ensure there are learning resources (books etc.) that show positive examples of people with disability	When needed, the school provides written materials in alternative formats	Ongoing teaching in PHSE lessons
Long Term	Improve disabled access to the school building	Ensure disabled access is incorporated in any building adaptations or new build. Conduct a site survey when new disabled pupil applies for a school place.	Ongoing	Currently the school is suitable and has disabled access. This is reviewed depending on the needs of new children.

**ANNEX A TO
ACCESSIBILITY POLICY**

1. Accessibility Strategy Action Plan - Environment

Improvements to the Physical Environment - This covers improvements to the physical environment of the school including the playground and physical aids to access education.

Target	Strategy	Time Scale	Responsibility	Outcome
School is aware of the access and movement around buildings needs of disabled pupils	When new disabled pupils apply for a school place a site survey to be completed with the INCO or SENCO to check suitability and make recommendations for adaptations as necessary.	Pre Sept 20 school entry + Annually	Premises Committee	Ramps are in place, wider doors and disabled access to the toilet.
Ensure all parts of the school are accessible including outside environment.	Review / update plans annually or if personal circumstances change.		Premises Committee	As above, corridors are wide enough to allow wheelchair access.
Ensure disabled pupils can be safely evacuated	Ensure risk assessments cover the safe evacuation in the event of an emergency.	31 Jul 20	Premises Committee	Dependent on the child's disability, the most suitable classroom will be selected.
	Personal Emergency Evacuation Plans (PEEPS) in place for individual disabled children as part of IEP process and reviewed annually	31 Jul 20		These to be on the server and with the class teacher.
Improve disabled access to the school building	Ensure disabled access is incorporated in any building adaptations or new build.	31 Jul 20 + Any new build thereafter	Premises Committee	At present, disabled access is suitable for the current needs of the pupils
Pupils and parents/carers with disabilities have access to building layout information	Provide differentiated materials according to needs of stakeholders	Pre Sept 20	SBM	Maps are available to all which highlight disabled toilets and easy access doors, corridors and fire exits.

**ANNEX A TO
ACCESSIBILITY POLICY**

2. Accessibility Strategy Action Plan - Curriculum

Increasing Access to the Curriculum - 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 or auxiliary aids and equipment which may assist these pupils in accessing the curriculum and the way the school prevents SEND based bullying and harassment.

Target	Strategy	Time Scale	Responsibility	Outcome
Reduce experience of bullying related to SEND pupils within the school	Use of SIMS to record any bullying incidents relating to SEND in schools. Monitor and analyse bullying reports. All staff will be encouraged to complete Anti-Bullying training relating to SEND. The school will review its anti-bullying policy and procedures to reflect SEND issues.			% of bullying incidents declines. Incidents are reported at the FGB.
Ensure transition process from each year group is effective in informing next teacher of individual needs	All classes have transition folders which are updated regularly. Staff to be aware of how to communicate effectively with individual parents. Behaviour plans and communication profiles shared with all concerned. Transition week held with lessons and opportunity for pupils to meet new staff.			Specific times are put in place at the end of the term for staff to meet regarding transition.
Ensure staff working with children with disabilities continue to receive appropriate training and support	SENDCO to: <ul style="list-style-type: none"> • Ensure class teachers aware of individual needs. • Deliver induction for new staff. • Provide relevant training opportunities for all staff. • Monitor effectiveness of the provision for individual pupils. • Ensure pupils have completed profiles. 		INCO & SENCo	Training regularly updated. Training relevant to the needs of the children. Evidence is kept in staff files.
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation and reasonable adjustment guidance		SENCo	Sessions are open to all. These sessions are monitored and spaces offered to PP children.
Pupils and parents/carers with disabilities have access to the curriculum information	Provide differentiated materials according to needs of stakeholders			Information is on the school website and paper copies can be provided.

**ANNEX A TO
ACCESSIBILTY POLICY**

<p>To ensure the school develops children's awareness of disability</p>	<p>Ensure there are learning resources (books etc.) that show positive examples of people with disability</p>	<p>Pre Sep 20 + 6 monthly</p>	<p>SENCo</p>	<p>Disability is addressed through the curriculum (PSHE), assemblies, newsday.</p>
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**ANNEX A TO
ACCESSIBILITY POLICY**

3. Accessibility Strategy Action Plan - Information

Ensuring the availability of information to disabled pupils and their families - This information should be available in various preferred formats within a reasonable timeframe and be provided by individual schools and the local authority.

Target	Strategy	Time Scale	Responsibility	Outcome
Families to have easy access to clear information regarding the support available for the children with SEN and disability	<p>School to publish a SEN information report that is clear and answers key questions that parents might have. Reviewed annually. Published on school website and available in other accessible formats on request.</p> <p>Ensure that any communication intended for a wide audience is written in plain English following appropriate guidance.</p> <p>(http://www.plainenglish.co.uk/free-guides.html)</p>			<p>SEND information is published on the school website. Links are also provided. Inclusion manager available to meet with all parents.</p>
CYP with SEN support and with EHCPs have a voice and a way of communicating their views, wishes and aspirations in an empowering, accessible and creative way.	<p>Staff trained in pupil voice – talking with pictures.</p> <p>Person centered annual reviews and regular review meetings throughout the school year</p>			<p>Pupil voice surveys are carried out every term.</p>
Ensure information provided to pupils is accessible.	<p>Ensure class teachers and additional adults make information relating to the following, available in different formats as necessary: Homework, Timetables, Worksheets, Teacher feedback, Notices, tests.</p> <p>This may include: Recording information for pupils with learning difficulties or hearing impairments: Enlarging print for visually impaired: Simplifying language : Using picture symbol language for children with communication difficulties e.g. PECS Advice and support to be given by Inco/SENCO. To be regularly monitored by Inco/SENCO</p>			<p>Large print, different coloured paper, books and overlays can be provided. Scaffolds are used in all lessons.</p>