

STANLEY PARK JUNIOR SCHOOL



Accessibility Policy

Mission Statement

"We believe that every child and adult matters. At Stanley Park Junior School, we work together as staff, parents, carers and governors, in a fun, safe and inclusive environment. We strive to create a rich, varied and challenging curriculum that provides inspirational learning opportunities for all children as they aspire to become successful learners, confident individuals and responsible citizens with a sense of pride in themselves and their school."

Policy agreed by Governing Body:

June 2020

Target review:

June 2021

Next review date of full policy:

July 2023

Purpose of the Plan

The purpose of this plan is to show how Stanley Park Junior School intends, over time, to increase the accessibility of our school for disabled pupils including availability of accessible information. Stanley Park Junior School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Definition of Disability

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Legal Background

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which 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;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

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

- Curriculum policies
- Equality information and objectives (public sector equality duty) statement for publication
- Inclusion, Equality and Diversity Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour / Anti Bullying Policy
- School Development plan
- Vision Statement
- Supporting pupils with medical conditions/Managing Medicines in School poli
- Special educational needs (SEN) information report

Training:

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010 including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

Complaints

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Stanley Park Junior School will address the priorities identified in the plan. The plan is valid for three years 2020-23. Targets are reviewed annually.

Section 2: Aims and objectives

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils/parents

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Stanley Park Junior School offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.</p> <p>Staff trained in administering medicine for children with long term needs</p>	<p>Ensure staff receive training to enable all children to access the curriculum.</p> <p>Continue to ensure staff are trained in administering medicine for children new to school or who develop a need during their time at SPJS.</p>	<p>SENDCO and teaching staff liaise with each other, feeder schools and medical practitioners to gather necessary information to ensure pupils receive appropriate support.</p> <p>Relevant medical training sessions arranged</p>	<p>SENDCO</p> <p>Headteacher</p>	<p>Ongoing</p> <p>Sept 20 and annually thereafter or as needed for mid-term admissions.</p>	<p>Curriculum accessible to all</p> <p>Children with medical needs able to attend school whilst their medical needs still being met. Where appropriate children able to learn to manage medical needs with adult supervision</p>

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	<p>Individual needs are assessed as they arise and an action plan will be developed and monitored to ensure the school building is accessible and any specific equipment/ resources required are purchased. All future premises development plans include improvements to accessibility where feasible.</p> <p>Specific children have particular equipment and setting arrangements which have been implemented throughout the year. Ensure a smooth transition to new classes occurs in Sept.</p> <p>We have two non-gender-specific toilet facilities available by the centenary hall.</p> <p>Children are reminded to keep corridors clear and to pick up coats when they drop off the pegs.</p>	<p>The layout of the classroom environment is such to ensure accessibility for children with a range of learning/ behavioural / physical needs.</p> <p>The school aims to ensure a smooth transition occurs in Sept to new classes and implement any new ideas for new pupils.</p> <p>To ensure all children feel comfortable in using toilets that can be used throughout the school.</p> <p>To review bag/coat storage along corridors to ensure that corridors are kept clear <u>at all</u> times.</p>	<p>Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms.</p> <p>Meetings with current class teacher, new class teacher and SENDCO to ensure needs are met in the new classroom and adjustments made where required.</p> <p>Ensure children understand that these toilets are available as required.</p> <p>Investigation of different storage options available</p>	<p>Class teacher</p> <p>SENDCO</p> <p>Class teacher</p> <p>SENDCO</p> <p>All</p> <p>Site Manage</p>	<p>Ongoing</p> <p>Each September</p> <p>Each September</p> <p>December 2020</p>	<p>Adjustments in place to accommodate the needs of individual pupils as identified</p> <p>Adjustments are in place to accommodate the needs of individual pupils as identified in their new classroom</p> <p>Monitoring shows that corridors are much clearer.</p>

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Improve the delivery of written information to pupils / parents</p>	<p>Make available the written material usually provided to all students, in an appropriately presented form where necessary, to SEN & disabled students, including pictorial and oral formats</p> <p>Use of coloured paper / overlays to support children with visual stress.</p> <p>All letters available to parents on line for easy access. Paper copies are always available for those who require it.</p>	<p>The school aims to provide all information in an accessible format, including other languages and will respond to individual needs and requests as they arise</p> <p>To improve signage to the school from the new entrance on door and gate.</p>	<p>Seek support from outside agencies and other members of the school community to provide information in alternate formats for those who have difficulty with standard forms of printed information.</p> <p>Be aware of font sizes and legibility when producing written information</p> <p>Provide translation or interpreter services if the need arises to ensure parent scan access information</p> <p>Get quotes on new signage and display in school.</p>	<p>Office Manager</p> <p>School Business manager</p> <p>Site Manager to install.</p>	<p>As need arises</p> <p>September 2020</p>	<p>Information available in accessible formats</p> <p>Parents comments in parental survey in response to question about good communication from the school.</p> <p>Parents are clear about how to access SPJS.</p>

Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The school is comprised of two storeys but there are several small flights of steps between levels that make access even to all areas of even the lower storey impossible by wheelchair. There are no lifts.	Review classroom positions each year to enable children in wheelchairs to come to SPJS.	SLT	If required
Corridor access	Children's coats have to be stored on pegs along the corridors. Lower corridor is accessible from the Centenary Hall entrance and is wide enough for manoeuvre A portable ramp is provided to enter the school from the playground to the lower corridor.	Children and staff regularly reminded that corridors are to be kept tidy and free from obstructions.	All staff	Ongoing
Parking bays	There is one designated disabled parking space in the school car park	Currently no staff or families at SPJS have a disability requiring parking access. However the bay is available at all times and further bays can be used if more than one space is required.	Site Manager	If required
Entrances and Reception Area	Main entrance to reception is down flight of steps but can also be reached by ramp at far side of the playground. School can also be accessed through rear entrance from disabled parking bay	Make parents and visitors aware of options available through 'contact us' section on website.	Office Manager	Summer 2020

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Emergency Escape Routes	<p>Emergency escape routes are labeled clearly throughout the school, including pictorial signage and emergency lighting.</p> <p>If a member of staff / pupil has a disability they will have a personal evacuation plan in place in case of emergencies when they start at the school</p>	<p>Continue to ensure signs and emergency lighting are maintained</p> <p>Care Plan to be drawn up with class teacher and SENDCO for children / SBM for staff.</p>	<p>Site Manager</p> <p>Teachers / SENDCO / SBM</p>	<p>Ongoing</p> <p>As required</p>
Toilets	<p>The school has 2 disabled access toilets on the ground floor. Currently no staff or children have a disability requiring use of these toilets.</p>	<p>Ensure the area is kept free of equipment if a person using a wheelchair is in school.</p>	<p>Site Manager</p>	<p>As required</p>
Internal signage	<p>Internal signage is in place, visual signage is in place for toilets and fire exits</p>	<p>To look at internal signage to see if any more visual signage could be included to identify rooms etc.</p>	<p>Site Manager</p>	<p>Ongoing</p>
Health and Safety	<p>Regular premises inspections are carried out to identify any remedial works required to ensure access to the site is maintained.</p> <p>Risk assessments are reviewed annually and individual risk assessments will be completed for staff/pupils who have a specific disability</p>		<p>Site Manager / Premises Governors</p> <p>SENDCO / SBM</p>	<p>Termly</p> <p>As required</p>