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Disability Equality, Accessibility Policy and Action Plan 2016 - 2019

Name of School	Sarisbury CE Junior School
Date of Policy Issue/Review	Autumn 2016 & Spring 2017
Name of Headteacher	Andrew Stockton
Signature of Responsible Manager/Headteacher	<i>Andrew J. Stockton</i>

Introduction	
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The Accessibility Policy and Plan sets out how Sarisbury CE Junior School will work to promote disability equality. It is 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.

Sarisbury CE Junior School is committed to making reasonable adjustments in order to ensure that services are as accessible as possible; including providing clear information and direction to those services and adaptations to the building and environment.

Following the completion of our initial DDA Audit (2012) and discussions with the LA, this policy and action plan has been revised in consultation with governors.

Objectives	
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1. As an inclusive school, we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors; challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Sarisbury CE Junior School plans, as soon as practicable, to ensure the accessibility of provision for all pupils, staff and visitors to the school.



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3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be reviewed and 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; 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 the current 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 planning cycle.
6. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".
7. Reference to the Accessibility Policy and Action Plan will be made as appropriate in relevant policies.
8. The Plan is monitored through governor sub-committee meetings; namely the Child & Curriculum and the Buildings & Resources Committees of the Governing Body.
9. 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.

This policy was ratified by the Resources Committee, January 2017



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Pupil Accessibility Plan 2016 – 2019

	Objectives	Strategies	Outcome	Time Frame
<p>Short Term 2016 / 2017 (2017 / 2018) (2018 / 2019)</p>	<ul style="list-style-type: none"> To ensure that pupils identified on the SEN register have access to appropriate resources. To provide texts, where appropriate or requested, in a variety of formats i.e. simple text, large print, audio tape / Braille. To ensure that any issues raised from the parent and pupil access surveys (summer 2016) are addressed within the accessibility plan To ensure fire marshals are trained and in place for Spring 17 – PEEPs written for pupils identified with a disability or mobility needs 	<ul style="list-style-type: none"> Complete SEN review and action plan – October 2016. Review of existing SEN resources School accesses LA resources as appropriate Analysis of the parent and pupil accessibility surveys inform the action plan 2016 / 2019 Remark all stepped areas with bright yellow / high contrast paint Admin Officer to organise resources in preparation for Fire Marshal training Admin officer and HT to lead fire marshal training 	<ul style="list-style-type: none"> Pupils on SEN register have necessary LSA support and access to appropriate resources. School’s SEN targets updated in line with cohort needs Improved access to texts for visually impaired pupils. Appropriate access arrangements in place for SEND pupils with mobility needs Consult parents about longer term plans for pupils with mobility needs Issues raised in the pupils’ and parents’ accessibility survey are addressed 	<ul style="list-style-type: none"> Review of SEN resources – Summer 2016 & Autumn 16 Review of SEN targets – Spring 2017 Fire marshals trained for spring 2017 – resources in place (JB) by Spring 2 Disabled bay in place by summer 2017
<p>Medium Term 2017 / 2018</p>	<ul style="list-style-type: none"> To ensure facilities for disabled parking exist adjacent to the school’s reception area. To complete the marking and signage for a disabled parking bay To provide CCTV monitoring to cover the main reception area and main gate to improve security and car park access for parents requiring disabled parking provision For curriculum leaders to be aware of any changes needed in terms of inclusivity 	<ul style="list-style-type: none"> Use of capital funding / LA access funding. Use of revenue funding (school grounds development plan) Area outside the kitchen entrance to be marked, a drop kerb installed and signage about assistance as required Regular review of the curriculum and audit of resources 	<ul style="list-style-type: none"> Drop curb and allocated parking space with contact number for assistance if required A designated disabled parking area in place by summer 2017 Wheelchair access possible to reception area and WC facilities. 	<ul style="list-style-type: none"> Feasibility study Spring 2017 Installation and improvements by April 2017 Disabled bay in place by summer 2017 Curriculum policy review – autumn 2016



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<p>Long Term 2018 / 2019</p>	<ul style="list-style-type: none"> • Longer term school plans to improve access to classrooms by constructing a paved and covered area to the rear of the building. • Governors to include the longer term review of the school's accessibility as part of the strategic committee 	<ul style="list-style-type: none"> • Use of minor capital and discuss with LA using Schools' Access Initiative Funding as appropriate. 	<ul style="list-style-type: none"> • Wheelchair access possible to all classrooms from the exterior of the building. • Covered walkway improves working environment for all pupils. 	<ul style="list-style-type: none"> • Feasibility study – Summer 2017 • Initial paving Spring / Summer 2018 • Project completion Autumn 2018
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