



Shottermill Junior School

Accessibility Plan

Governors' Committee Responsible:	Children & Learning Committee
Nominated Lead Member of Staff:	Jayne Davies ILSM
Status & Review Cycle:	Statutory (Every 3 years)
Next Review Date:	Autumn 2020

Definition of special educational needs

In this plan, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice 0 to 25 Years (DfE, Jan 2015) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of disability

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has an substantial adverse long-term effect on the individual's ability to carry out normal day to day activities.

Definition of special educational provision

For children aged two years or older, this is educational provision additional to, or otherwise different from, the educational provision normally available to pupils of the same age.

Shottermill Junior School has adopted this accessibility plan in line with the school's **special educational needs policy** with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school's last access audit which took place in the spring term 2017 in collaboration with the local authority.

This accessibility plan forms part of the school's SEN Information Report and shall be published on the school's website.

Our **special educational needs policy** outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's **publication of equality information and objectives** explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our **special educational needs policy** for an outline of our full provision to support pupils with SEND.

Our Equalities Objectives:

- **Provide all children with appropriate access to learning experiences at our school and not disadvantage any child from taking part on the grounds of their gender, ethnicity, background or culture, Special Educational Need or Disability, or any other discriminatory factor.**
- **Provide a secure and supportive environment that empowers people to challenge discrimination should they encounter it.**
- **Ensure that any person visiting or working within our school environment does not suffer discrimination.**
- **Ensure prospective employees are treated fairly and do not suffer any form of discrimination in line with fair recruitment purposes.**
- **Promote and celebrate diversity of children and adults who visit or work within our school and promote equality through our actions and communications.**
- **Provide systems of monitoring to facilitate continuous improvement, learning and sharing of existing good practice, as overseen by the Governing Body and Local Authority.**
- **Work with all stakeholders or other local schools to develop cohesive communities with shared values that encompass equal opportunities.**
- **Work towards the elimination of discrimination and harassment through upholding our Core Values of: Respect, Trust, Love of Learning, Communication, Creativity and Excellence.**

Physical environment

Area	Current situation	Action needed	Lead	Target Date	Completion Date
Access to the building	<ul style="list-style-type: none"> Step up to the main entrance. Lift being fitted to access the hall. Automated double doors fitted on same level via dance studio entrance. Ramp from door by meeting room to enable access to the rear path. Lift being fitted from path to Astro turf level / swimming pool area. Fire exit with ramp to car park from door by Year 5B cloakroom. 	<p>When accessibility works are completed, monitor ease of access into the school and identify any problem areas.</p> <p>Look at whether improved access via main entrance door is required.</p>	KB/EC	<p>October 2017</p> <p>October 2017</p>	
Access out of the building and outdoors	<ul style="list-style-type: none"> Access from upper level of school via black side gate and through car park in the event of a fire. No access to upper playground, woodland or trim trail. 	<p>Monitor time taken to exit this way in a fire drill.</p> <p>New playground equipment to include stations that are accessible for pupils with limited mobility.</p>	KB/EC	<p>Nov 2017</p> <p>July 2018</p>	
Access to the rest of the school	<ul style="list-style-type: none"> Lift being fitted to enable access from the hall to the fiction library area. Doors fitted with an automatic opening and closing system so that they can be operated in a wheelchair. These will close if there is a fire. Doorways widened to allow wheelchair access Handrails to be painted in a colour to enable visually impaired users to see them clearly. No access to non-fiction library at present. 	<p>When accessibility works are completed, monitor ease of access to all parts of the school and identify any problem areas.</p>	KB/EC	Nov 2017	
Parking	<ul style="list-style-type: none"> Disabled parking bay by gate to playground. Drop off/collection routine agreed. 	<p>Monitor use of this by approved users only with a blue badge.</p>	KB	September 2017	September 2017
Toilet and showering facilities/ Personal care	<ul style="list-style-type: none"> 2 accessible toilet facilities that are large enough to accommodate a toilet and washbasin, and space for child, wheelchair and up to two adults. Shower facilities spacious enough for a disabled person and adult if 		KB	N/A	In place for some time

	needed. No flip down chair is available at present – review if required.				
Furniture	<ul style="list-style-type: none"> • Quiet/distraction free areas • Footrest to ensure child is sitting in an appropriate position 	Consult with Physical and sensory services to ensure desks and chairs are the appropriate heights when necessary.	KB/EC	Review annually	Order as necessary
Medical needs	<ul style="list-style-type: none"> • The majority of staff have undergone first aid training during INSET Sept 2016. • 5 members of staff trained to support pupils with diabetes. • Medication kept in the office. Class teachers take medication with them when leaving the building. A central list of children with medical needs are kept in the office 	<p>First aid training planned for Sept 2018</p> <p>Photos of children with high medical needs distributed so all staff are aware.</p> <p>Care plans to be reviewed by lead medical member of staff.</p>	VG VG / JD	Sept 2018 Nov 2017	

Access to the curriculum

Area	Current situation	Action needed	Lead	Target Date	Completion Date
Cookery or tasting sessions are adapted to meet the needs of all pupils with dietary requirements	<ul style="list-style-type: none"> • Recipes and food choices are adapted to enable all pupils to take part safely. • Office ensures class teachers are informed of specific dietary needs. • Surrey Commercial Services ensure that pupils with dietary requirements have meals that are safe for them to eat. 		LG /VG		Ongoing
Length of school day	<ul style="list-style-type: none"> • Can be adjusted to allow for treatment or therapy • Where possible therapy or health visits can happen in school • Pupils can have an adjusted timetable 		KB	Ongoing	Ongoing
Outdoor activities will be planned with pupils additional needs being considered	<ul style="list-style-type: none"> • Some pupil have the length of the visit adapted if their stamina or health does not allow them to join in for the full day. • Wherever possible, transport will be arranged to enable all pupils 	Review of EVC policy to highlight planning for accessibility needs.	Class teachers LK	Ongoing	Ongoing

fully	<p>to take part.</p> <ul style="list-style-type: none"> • Sports activities and events will be planned to be inclusive. For example use of the school field. • Residential visits will be arranged so that they are inclusive for all pupils wherever possible. • Risk assessments carried out in good time to ensure additional needs are considered well in advance. 				
Resources	<ul style="list-style-type: none"> • Additional resources will be provided or the current resources enhanced to support pupils such as large print, pencil grips & scissors etc. • We will liaise with specialist teachers to identify any additional resources such as hearing aids to give pupils full access. • Advice from specialist teachers and outside agencies adhered to and resources purchased accordingly. • Teachers wear microphone when teaching children with hearing impairments. 	Interactive whiteboards changed in classrooms where the visibility is less clear to allow all pupils to see clearly.	JD	Ongoing	Ongoing

Young Carers

Area	Current situation	Action needed	Lead	Target Date	Completion Date
Arriving and leaving school	<ul style="list-style-type: none"> • Parents with limited mobility are permitted to enter the car park to drop their child off / collect at the end of the day. • If necessary pupils can be collected from a car and signed in by a member of the office staff. (After prior discussion with the HT) 		KB	Ongoing	Ongoing
Assistance with learning at home	<ul style="list-style-type: none"> • Children identified as finding home learning difficult can access computers and support at school. (After prior arrangement with the class teacher) 		Class Teachers	Ongoing	Ongoing

Access to written information

Area	Current situation		Lead	Target Date	Completion Date
Literacy	<ul style="list-style-type: none"> Adapting font size, page layouts and using different coloured paper will support pupils with visual impairment. Provide large print text Advice sought from specialist teaching team Work with the home school link worker to identify families with limited literacy and sensitively offer support 		JD Class teachers	Ongoing	Ongoing
Translation	<ul style="list-style-type: none"> Support parents by translating school document for new parents who do not speak English Where possible, class teachers translate information or use translators. 	EAL policy reviewed by JD and VN. Access for EAL families monitored in the light of new policy.	JD / VN	Jan 2018	Ongoing

The table above is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to and reviewed by the Governing Body.

This accessibility plan and the outcomes will be evaluated annually to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.