



Shottermill Junior School

Accessibility Plan

Governors' Committee Responsible:	Children & Learning Committee
Nominated Lead Member of Staff:	Jayne Davies ILSM
Status & Review Cycle:	Statutory (Reviewed every 2 years)
Next Review Date:	Spring 2023

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 a 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, in collaboration with the Physical & Sensory Services Team from 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. Access from library level to top playground needs addressing. Current ramps are too steep for wheelchair use. 	Ensuring regular maintenance of the lifts is in place / budgeted for.	LG/FF	October 2017	Completed
		We are currently undertaking tendering process for possible lift to the rear of the building. Subject to LA funding.	JD / LG	July 2021	Underway
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. New playground equipment to include stations that are accessible for pupils with limited mobility. No access to upper playground, woodland or trim trail. 	Ensure that gates are locked but that access is achievable in the event of a fire.	KB	Ongoing	Completed. Fire exit plan has been written and is displayed in office and 5M
		Ensure ongoing maintenance of playground equipment.	LG/JD	July 2021	Completed. Wheelchair Basketball net purchased and being used for pupil in wheelchair. PSS have lent class Boccia to try out in PE
		We are currently undertaking tendering process for possible lift to the rear of the building. Subject to LA funding.	LG /JD		Metal ramp being used at present enabling pupils to access upper playground. Review effectiveness as pupil needs change.
		Once work is complete, access will be easier to top playground and pond area, but would be more difficult to woodland.			
		Ramp on single step up to upper playground to enable access.			
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. 	Ensuring regular maintenance of the lifts is in place / budgeted for.	KB/EC	Nov 2017	All works completed

	<p>2020 for new members of staff</p> <ul style="list-style-type: none"> Medication kept in the office / fridge. Class teachers take medication with them when leaving the building. A central list of children with medical needs are kept in the office Training given to all staff on pupils with V.I and pupil with haemophilia September 2019 (V.I) and September 2018 (Haemophilia) Training given to staff on Duchene's muscular dystrophy in September 2018 Training given to Year 3 staff and office staff on SD's medical needs. Sept 2020 As staff change, training will need to be refreshed. 	<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> <p>Vanessa from Moving and Handling in to train staff on use of hoist and training on safe handling.</p> <p>Close contact with parents to monitor any change of needs.</p>	<p>HJ/JD</p> <p>JD</p> <p>JD</p> <p>KB</p> <p>HJ</p>	<p>Nov 2017</p> <p>Aut term 2020</p>	<p>Ongoing as new children arrive at school</p> <p>Ongoing</p>
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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. 	Ensure teachers are supported accordingly by DT Leaders.	HJ/LR /KB	Ongoing	Ongoing
Access to education from home for medical purposes	<ul style="list-style-type: none"> Google Classroom set up for children to be able to undertake learning from home if they are unable to attend school for medical reasons. Development of ELSA Google Classroom and other specialist Google Classrooms for additional support to pupils. 	Mainly in use for the pandemic and lockdown, however remains an option for pupils requiring education off-site in the future.	KB Class Teachers	Oct 2 nd 2021	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 	Review as required.	KB	Ongoing	Ongoing

	<p>school</p> <ul style="list-style-type: none"> Pupils can have an adjusted timetable to allow for access to other specialist support – e.g. specialist off-site provision. 				
<p>Outdoor activities will be planned with pupils additional needs being considered fully</p>	<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 to take part. 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. 	<p>Review of EVC policy and future educational visits to highlight planning for accessibility needs.</p>	<p>Class teachers</p> <p>LK</p>	<p>Ongoing</p>	<p>Ongoing</p>
<p>Swimming</p>	<ul style="list-style-type: none"> New pool hoist installed to facilitate disabled pupils entering the pool. Provide training to adults in using the hoist safely. Ensure emergency procedures are in place around using the hoist safely and evacuation procedures are in place. Practise safe evacuation from the pool using hoist. 	<p>The new pool hoist has yet to be used due to the pandemic. Plan for its use summer term 2021.</p>	<p>JD/KB</p>	<p>May 2021</p>	
<p>Resources</p>	<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. Laptops/I-pads utilised for specific pupils. Use of 	<p>New whiteboards fitted in all classrooms</p> <p>Connect 12 device loaned from VI service. JD to organise training for key staff. JD emailed Nicki Gossington and is waiting to hear from Humanware</p> <p>JD to monitor how these devices are used and ensure they are improving outcomes for the pupils.</p>	<p>JD</p> <p>JD</p> <p>JD</p>	<p>Nov 2020</p> <p>Ongoing</p>	<p>completed</p>

	Modmaths for pupil who is unable to write numbers and laptop for pupil who struggles with handwriting.				
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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) 	Review for individual cases as required.	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) Google classroom up and running. Parents given advice for how to use it. 	<p>Review as required.</p> <p>Teachers will be provided with release time to upload work to the Google Classroom if the school is fully open as usual.</p>	Class Teachers	2 nd Oct 2021	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 	<p>Pupils are able to access their work using the adapted resources.</p> <p>We will need to plan ahead for the ordering and use of enlarged assessment materials at the end of Yr 6.</p>	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. French speaking members of staff able to support parents 	EAL policy reviewed by JD and VN. Access for EAL families monitored in the light of new policy.	JD / VN	Jan 2018	Ongoing

	who speak French (VN, JM, LV)				
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The information 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 against the improvement areas will be updated as works are completed, with regular reports to the Full Governing Body at least every 2 years. This will ensure Senior Leaders continue to evaluate and monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.