| Kiveton Park Meadows Junior School Accessibility Plan 2020 - 21 |
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| Objective | Issue being addressed | Action to be taken | How will the impact of the action be monitored? | Success Criteria | Who will be responsible for implementing the action? | Start date | Completion date |
| To implement and maintain a monitoring system to support pupils with disability  | Gathering Information | Update register of children with disabilityMonitor patterns of attendanceMonitor participation in extra curricular activities | EWO meetingsClass profiles (staff meetings) | SEND Register updated | HT/SENDCoAdmin team | Sept 2017  | ongoing |
| To ensure the needs and aspirations of groups are met and understood | Consulting with service users, pupils and parents Identifying priorities for the school over the next three years  | Carry out stakeholder disussions to seek the views of those with disability | Feedback will have a direct impact on 3 year planning | Barriers regarding disability identified and reasonable adjustments made in response to outcomes of discussions | HT | Jan 2018 | ongoing |
| Increasing the extent to which disabled pupils have access to the school curriculum |
| To ensure that the school raises awareness of and respect for disabilityPromoting equality of opportunity  | Actively promoting positive attitudes towards disabled people  | Review PSHE curriculum to ensure disability awareness is taught effectively through assemblies, circle time and PSHCE activitiesInvolvement in Children in Need projectReview PE provision including sports day arrangements | Through discussions with children about their perceptions of disabled people during school monitoring  | Staff and pupils have increased understanding of issues surrounding disabilityNil returns of bullying incidents based around disabilityFull participation in all PE and sporting events | SLTPSHE LeaderPE leader | Sept 2017 | On going |
| Objective | Issue being addressed | Action to be taken | How will the impact of the action be monitored? | Success Criteria | Who will be responsible for implementing the action? | Start date | Completion date |
|  | Actively promoting positive attitudes towards disabled people  | Continue to develop the range of resources so that the school environment can promote positive attitudes to disability  | Discussions with all children about their perceptions of people with disabilities | Increased respect and understanding shown | SLT | Spring 2018 | Ongoing |
| Promoting equality of opportunity  | Monitoring of achievement of pupils by disability | Termly assessments made by class teachers will be analysed and those children with any disability will be tracked and monitored as a group | Termly analysis of progress will be monitored and evaluated  | All children are making the expected progressBarriers to learning are recognised and addressed | SLTClass teachersInclusion manager | Sept 2017 | Ongoing |
| To increase support for parents of children with a disability | Parental involvement  | Target parents to attend meetings aimed at increasing awareness of the ways in which parents of disabled children can help to support their learning | Parents attending meetings.Impact on children’s progress | Parents feel supported and are able to support their children’s learning | HTSENDCo  | Spring 2018 | Ongoing |
| Objective | Issue being addressed | Action to be taken | How will the impact of the action be monitored? | Success Criteria | Who will be responsible for implementing the action? | Start date | Completion date |
| To ensure that all pupils have full access to educational visits and extra curricular activities |  | Full risk assessmentsConsult parents and carers when completing the risk assessment to ensure equal accessPromote extra curricular provision as appropriate | Monitor extra curricular registers | Pupils with disability able to participate in visitsEvidence of disabled pupils attending extra curricular activities | Appropriate professionals e.g. Philip Narty etcHTSENDCo | Sept 2017 | 2017 - 2020 |
| To ensure all staff receive suitable training to enable all children to have equal access to the curriculum | Lessons provide opportunities for all pupils to achieve | Audit training needs amongst whole staffArrange training for disabilities such as ASD, dyslexia and for specific medical needs if audit shows this is necessary.Audit resources for specific needsLessons use a variety of learning styles and are differentiated Staff are aware of specific resources available including ICT | Monitor that all training needs have been met for all staffLesson observations | Staff recognise and are able to meet the needs of all pupils with a diverse range of learning and behaviour needs. School ensures that there is a wide range of support strategies for all children finding inclusion difficultLesson observations indicate that all groups of pupils are making progress within a lesson and that a broad range of teaching strategies are used to support learningResources are updated and are being used to support the children’s learning | SENDCo | Spring 2018 | 2017 - 2020 |
| Improving the physical environment of the school to increase the extent to which disabled pupils and adults can take advantage of education and associated services |
| Objective | Issue being addressed | Action to be taken | How will the impact of the action be monitored? | Success Criteria | Who will be responsible for implementing the action? | Start date | Completion date |
| To provide appropriate access to all users | Equality of access into the buildingsAccess through electronic gatesAccess to toilets | Seek information on the needs of users and pupilsFinance and Premises sub committee will audit the current accessibility**Classrooms** In the case of a child being temporarily or permanently in a wheelchair or with other physical difficulty ensure that the classroom furniture and access in general is reasonably adjusted to meet their needsEnsure that entrance and cloakroom areas are kept clean and tidy so that access is clear at all times Medical information shared with all adultsBe aware of any parents who may need help accessing school for any reason and make reasonable adjustment e.g. special seating arrangements at a concert or performance  | HT will include accessibility in consultation meetings with disabled users | Improved accessibility for all physically disabled pupils and adultsWheelchair uses able to enter the school site and building Safe and easy access in and around classrooms | HT | Aut 2017 | Annual Summer Audit |
| To ensure signage is clear | Clarity of information | Audit signage around school Ensure that all disabled pupils understand the fire notices | Consultation with pupils and adults | Signs understood by all | HTAdmin team | Aut 2017 |  |
| Objective | Issue being addressed | Action to be taken | How will the impact of the action be monitored? | Success Criteria | Who will be responsible for implementing the action? | Start date | Completion date |
| To create a quiet area for disabled pupils to access when necessary |  | Ensure that staff know where appropriate spaces are that can be used as a quiet calming space for children in crisis | Environment audit | Children have access to a quiet area when feeling stressed or anxious  | HT/SENDCoTeachers andTeaching Assistants and Behaviour Mentor | Sept 2017 |  |
| Making written information accessible in different ways |
| To review information to parents/carers to ensure it is accessible | Accessing information | Review parents / carers preferred way to receive informationConsult about access to information at review meetingsStaff to assist parents to access information and fill in formsNewsletters and information for identified parents and carers will be available in an accessible format so that any parents with a visual impairment can access the informationParents evenings and concerts will be held in accessible parts of the building | Responses in annual questionnaireAttendance at parents evenings | All parents feel fully informed and supported to access information | HTAdmin | January Spring 2018 | On going |
| To ensure that information is accessible to pupils |  | Access to coloured paper for dyslexic childrenBackground colour for Smartboard not white to improve contrast from black to white where appropriateVisual timetable  | Discussions with target group of children | All children have equal access to the information provided | SENDCo | Sept 2017 | On going 2020 |

Kiveton Park Meadows Junior School Accessibility Plan

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that ‘schools cannot unlawfully discriminate against pupils because of sex, disability, religion or belief and sexual orientation’. According to the Equality Act 2010 a person has a disability if: a) He or she has a physical or mental Impairment, and b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The Accessibility Plan is listed as a statutory document in the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body.

At Kiveton Park Meadows Junior School we aim to provide a welcoming and inclusive environment where everyone feels happy, safe and secure. We promote an atmosphere of trust and honesty in which everyone feels valued and shows respect for each other and their surroundings. We are committed to high expectations and continuous improvement. We adopt a child centred approach to high quality teaching and learning, inspiring everyone to achieve their full potential. The Accessibility Plan is structured to complement and support the school’s Equality Objectives. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility).

Kiveton Park Meadows 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. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The plan shows how access is to be improved for disabled pupils, staff and visitors to the school, within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs, where practicable. The Accessibility Plan contains relevant and timely actions to:

Increase access to the curriculum for pupils with a disability to ensure that such pupils are as equally prepared for life as are the able - bodied pupils.

* This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs and school visits
* Improve and maintain access to the physical environment of the school.
* Improve the delivery of information to pupils, staff, parents and visitors with disabilities.
* Whole school training will recognise the need to continue training awareness for staff and governors on equality issues with reference to the Equality Act 2010.

 This Plan should be read in conjunction with the following school policy documents: Behaviour Policy Curriculum Policies, Health and Safety Policy, School Prospectus, SEND Policy, The Local Offer and the Equality and Diversity Policy.

Policy Written: May 2017 Review date: May 2020.