

## Accessibility plan - January 2016-2018

Wavell Community Junior School recognises that some of its pupils, staff and visitors have individual needs when seeking to make use of the school and its facilities. However, the school also recognises the fact that, for some users, the nature of their disabilities may mean that they experience specific difficulties related to accessing education at the school and the physical environment. As part of the school's on-going commitment to equal opportunities, the school is endeavouring to ensure that all people with access problems receive the same standards of care and service as everyone else.

In order to ensure that the services and care the school provides effectively meet the needs of people with extra accessibility requirements, the school will:

- Consult with pupils, parents and staff who have particular access needs and with disability organisations;
- Plan to make access improvements to enable all people with access problems to use the school premises and services, and communicate these plans to everyone concerned;
- Regularly review whether its education and other services are both accessible and effective, and take any appropriate action;
- Monitor the implementation and effectiveness of this policy;
- Operate an accessibility suggestions procedure whereby any people with access problems can make improvement suggestions or request assistance.

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

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

Aim	Current good practice	Actions to be taken	Persons responsible	Monitoring responsibility	Timescales/costs	Success criteria
<p><b>ACCESS TO CURRICULUM</b></p> <p>1. Increase access to the curriculum for pupils with a disability</p> <p>2. Reflect identified areas of need in lesson planning and delivery.</p> <p>3. Prioritise student participation in school activities.</p>	<p>Provide suitable ICT materials to support all learners</p> <p>Review needs of learners and respond as appropriate – providing suitable alternate provisions ie Braille materials, large print, pencil grips etc.</p>	<p>Purchase resources suitable for each individual child and their needs. Audit needs and resources on a regular basis.</p> <p>Incorporate Quality First Teaching into all planning. Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school &amp; anticipatory duties.</p> <p>Promote student awareness of the rights of the child, especially Article 23: Children should have special care &amp; support if they need it.</p> <p>· Ensure student activities are accessible to all.</p>	<p>Senco &amp; intervention lead supporting class teachers.</p>	<p>HT &amp; Governors</p>	<p>Regular audit of provision at least annually. Immediate provision for new children entering school.</p> <p>Costs as appropriate in relation to identified needs.</p> <p>Possible 1:1 support or small group support costs</p>	<p>A range of resources available. ICT used as a provision to support equality.</p> <p>Delivery adapted to suit the needs of learners</p> <p>Areas of need noted in planning with links to resources.</p>

<p><b>SCHOOL BUILDINGS &amp; OUTDOOR SPACE</b>  1.Improve and maintain access to the physical environment.</p> <p>2.Ensure that classrooms are optimally organised for disabled pupils within current restraints. Identify needs &amp; actions for future.</p>	<p>Access to school buildings and site can meet diverse needs of current pupils. Provision is changed as and when necessary.</p>	<p>Physical accessibility around school. Awareness of independent access. Clear identification of room functions.</p> <p>Plan classrooms in accordance with pupil need. Organise resources within classrooms to reflect pupil need. Incorporate accessibility into any proposed structural alternatives. Provide quiet areas within the school. Look at accessibility in all areas of school life.</p>	<p>Senco &amp; intervention lead supporting class teachers.</p>	<p>HT &amp; Governors</p>	<p>Costs as appropriate in relation to identified needs.</p> <p>Use of capital budget if major changes are needed.</p>	<p>All aspects of school accessible as far as possible – ramps in place. Wide doors. Clear areas.</p> <p>Classrooms adjusted to suit needs as appropriate Relevant resources sought as</p>
<p><b>NEWSLETTERS &amp; DOCUMENTS</b>  Improve the delivery of written information to parents &amp; pupils.</p>	<p>Availability of newsletters and school documents in alternative formats.</p>	<p>Letters in first language. Large print &amp; audio when required. Braille. Text messages. Website with high-contrast / text only</p>	<p>Business manager</p>	<p>HT &amp; Governors</p>	<p>As appropriate</p>	<p>Clear information provided in a range of formats to support all learners and parents</p>
<p><b>SCHOOL POLICIES</b>  Ensure all policies consider the implications of Disability Access.</p>		<p>Consider all policies in view of priorities.</p>	<p>HT &amp; Govs Business manager</p>	<p>HT &amp; Governors</p>	<p>NA</p>	<p>Policies reflect the aims and values of the school and are relevant to DDA</p>