



Woolenwick Junior School
Accessibility Policy & Plan
2021

Accessibility Policy & Plan

Introduction

This plan has been drawn up in accordance with the planning duty in the Equality Act 2010. The Equality Act legally protects people from discrimination in the workplace and in wider society and was developed to provide a single act of legislation covering all unlawful types of discrimination. The Equality Act requires all schools to promote equality of opportunity for disabled people and to carry out and publish accessibility planning to show how they will meet these duties. This plan must be adequately resourced, implemented and reviewed every three years. This policy and plan draws on guidance from the following publications:

- The Equality Act 2010: guidance which can be found at <https://www.gov.uk/guidance/equality-act-2010-guidance>
- The Equality Act 2010 and schools (DfES May 2014) which can be found at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

Definition

Disability is defined by the Equality Act 2010 in following way,

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.”

Under this definition, many conditions including (but not limited to) autistic spectrum disorders (ASD), attention deficit hyperactivity disorder (ADHD), hearing or visual impairments and learning difficulties such as developmental delay, specific learning difficulties such as dyslexia or dyspraxia, are all classified as disabilities.

Key Objective

At Woolenwick Junior School we are committed to inclusion and equality for all. To this end, the key objective of our accessibility policy and plan is to ensure that we:

Reduce and eliminate barriers to the curriculum and ensure full participation in the school community for all pupils.

Principles

Compliance with the Equality Act is consistent with Woolenwick Junior School's aims and ethos and is in-line with the school's equal opportunities policy.

At Woolenwick Junior School we understand our duty under the Equality Act:

- Not to discriminate against pupils with a disability in terms of admissions and exclusions, and in provision of education and associated services.
- To make reasonable adjustments for pupils with a disability so they are fully included in learning and the wider life of the school.
- To publish an accessibility plan

Woolenwick Junior School will:

- Recognise and value parents' knowledge of their child's disability and it's effect on their ability to carry out day to day activities.
- Respect the parents' and child's right to confidentiality.
- Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. Our curriculum endorses the key principles in the National Curriculum 2014 Framework, which underpin the development of a more inclusive curriculum by setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils

Vision

Woolenwick Junior School strives to ensure that all pupils experience a full, broad and balanced curriculum as well as opportunities for personal development, regardless of any additional need or vulnerability.

Key Areas

Woolenwick Junior School considers its duties to the Act under the following broad headings:

- Participation in the Curriculum
- Physical access, facilities and service
- Availability of information

We have developed our Accessibility Plan accordingly. It is the duty of all members of the school community to uphold the ethos of our Accessibility Policy through the implementation of the Accessibility Plan.

Audit of existing provision

<p>Curriculum, including extracurricular activities</p>	<ul style="list-style-type: none">• Inclusion Team, consisting of the SENCO, Family Liaison Worker (FLW) and the Deputy Head.• Robust information gathering on new pupils with SEND needs to identify appropriate support.• Robust procedures for early identification and support of pupils with SEND needs, including completion of the Initial Concerns Record by class teachers and triaged by the Inclusion Team.• Comprehensive handover meetings with the INCO and Year 2 class teachers from Woolenwick Infant and Nursery School and any other feeder schools as part of Year 2-3 transition.• All Year 2 pupils from Woolenwick Infant and Nursery School have a visit with the FLW before transition day; pupils with SEND needs have several visits.• Year 2 pupils with SEND needs transferring from other feeder schools have the opportunity to visit before transition day.• Detailed information on pupils with SEND shared with all staff working with individual pupils, including copies of advice and reports from external professionals. (This information is stored in designated class SEND files in adherence to the GDPR guidance.)• Inclusion of staff in meetings with external professionals where appropriate.• Regular SEND CPD.• Termly Pupil Progress Meetings attended by teaching staff, Head, Deputy and SENCO, where all children with SEND are considered individually and as a vulnerable group• SEND friendly classrooms and environment, including sloped access to the building, external environment marked for pupils with VI to move around safely and a disabled toilet facility.• Individual, bespoke intervention for pupils where appropriate.• Specialised modified resources such as tinted exercise books, coloured overlays, writing slopes, fidget tangles, chunky pencils, wobble cushions, access to laptops for extended writing tasks.• Staff being trained on visual impairment and associated supportive resources.• Teaching assistants deployed where the need is greatest, including one TA working on a 1:2 basis from September.• Specialist PE coach delivers bespoke motor skills intervention.• Clicker programme.• Robust systems of risk assessment in place• Clubs developed to promote and ensure engagement of all• Higher staffing ratios where appropriate to allow pupils with SEND to participate in trips, including residential <p><i>The school will continue to seek and follow the advice of Hertfordshire services and outside agencies, such as specialist teacher advisors and SEND consultants and of appropriate health professionals from the local NHS Trust.</i></p>
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<p>Physical environment</p>	<ul style="list-style-type: none"> • The entire school site is wheelchair accessible. • Disabled toilet facility in school. • Use of the Inclusion Room for calming time, a place for pupils to talk, 1:1 learning and for therapy sessions from external professionals. • Three other breakout rooms to use for 1:1 and small group learning. • The school has been audited for Visual Impairment and required alterations are all in place <p><i>The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatments and colour schemes and more accessible facilities and fittings.</i></p>
<p>Provision of Information</p>	<ul style="list-style-type: none"> • Open door policy • Parent consultation meetings with class teachers twice yearly and SENCO consultations twice yearly. • Health Care Plans are working documents and created with parents. • EHCP Review meetings which include the views of all stakeholders. • Non-teaching SENCO and FLW available for meetings at any time. • FLW available to attend child development appointments if required. • Meetings with external professionals, parents, SENCO and school staff as required • Transition meetings for new pupils with SEND • Transition projects for children with SEND when changing provision/Key Stage • New pupils with SEND visited by staff in current setting. • Visits to school with inclusion staff for prospective pupils with SEND promoted. • Information on policies available on website and a paper copy given on request. <p><i>The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.</i></p>

Information gathering

When developing our Accessibility Plan, Woolenwick Junior School gathers information from a wide range of sources, including:

- The current community population
- The future intake (advanced information from feeder settings and the LA)

- Audit of the school’s strengths and weaknesses in working with disabled pupils, including attendance and exclusion data, access to areas of the curriculum, participation in after school clubs and school visits, access to parts of the school
- The school’s plans and priorities
- School policies
- The physical environment of the school
- The curriculum
- How information is provided for pupils with disabilities and their parents
- Outcomes for pupils with disabilities, including end of key stage results and achievements in extra- curricular activities
- The views and aspirations of pupils with disabilities and their families
- The priorities of the local authority
- Staff awareness of Equalities legislation
- Staff knowledge and skills of needs of pupils with disabilities

Accessibility Plan Spring 2020 – 2023

	Target	Action	Timescale	Resources	Responsibility	Outcome
Participation in the curriculum	To monitor differentiation of learning and the making of reasonable adjustments which enable all pupils with SEND needs to fully access the curriculum and make progress.	Learning walks. Book looks. Planning looks. Pupil voice.	2021/22 academic year and then on-going	SENCO time	SENCo Class Teachers	Pupils with SEND needs are fully accessing the curriculum and making progress.
	To promote greater inclusion within the PE curriculum	Specialist support from SSF. Use of inclusive equipment. All pupils to take part in inclusive sports.	2021/22 academic year and then on-going	SSF SEND Advisor time PE Coach & Apprentice time Inclusive equipment.	Wellbeing Faculty SENCO	Pupils with SEND needs will be fully included in the PE curriculum and make progress.
Physical environment Provision of Information	To ensure all pupils can access information displayed on class learning displays and	Use dyslexia–friendly approaches. Ensure fonts are clear and of	2021/2022 Academic Year and ongoing.	Training on dyslexia-friendly approaches.	Class teachers SENCO	All pupils will be able to access information on class learning displays,

	the interactive whiteboard.	a large enough size.				which will then support them in making greater progress.
	To develop the recording of pupil and parent input in SEND Support Plans (Assess, Plan, Do, Review cycle)	Ensure staff are seeking the views of pupils and parents and recording them on the support plan.	2021/2022 And then on-going	Staff time	SENCO	Pupils and parents will feel empowered within the APDR cycle.

Accessibility Policy & Plan availability

Woolenwick Junior School will make its Accessibility Policy and Accessibility Plan available in the following ways:

- A copy is held in the school office
- A copy is posted on the school website
- A copy can be emailed or posted on request

Linked Policies

Woolenwick Junior School will use the Accessibility Policy and Accessibility Plan to contribute to the review and revision of related policies including:

- Schools Action Plan
- Staff Development Plan
- Equal Opportunities Policy
- Curriculum Policies
- Equality & Diversity Policy

Policies can be accessed from the school office and are also available on the school website.