

William Austin Junior School Accessibility Plan:

William Austin Junior School Accessibility Plan 2017-18:

The School Environment:			
Main priorities:	Action to be taken:	By when:	Outcome:
Ensure access to Year 3 area and classrooms for pupils with a physical disability	<ul style="list-style-type: none"> • Access visit to be arranged for Y2 pupil starting in September 2017 • Contact Kirsty Mitchell, Occupational Therapy Service 	Access visit to be arranged for summer term 2017	
Start rolling programme of providing 'pinch protection' on doors	<ul style="list-style-type: none"> • Site Agent to be made aware – Lynne Day & Jo Adams • Look at costings • Start with Year 3 	Started by end of autumn term 2017	
Level off ground to improve access from Upper Playground to the field.	<ul style="list-style-type: none"> • Site Agent to be made aware – Lynne Day & Jo Adams • Site Agent to carry out necessary work 	Beginning of summer term 2018	

The Curriculum:			
Main priorities:	Action to be taken:	By when:	Outcome:
Visual time-table to be up in classes at all times – updated on a daily basis	<ul style="list-style-type: none"> • Ensure all class teachers have copies of all the cards • Inclusion Manager and Assistant SENCO to carry out Learning Walks on regular basis to ensure in place in all classrooms 	September 2017	
Work stations to be incorporated into all classrooms – particularly where there is a real need [e.g. pupils with ASD/ SEMH]	<ul style="list-style-type: none"> • Inclusion Manager and Assistant SENCO to discuss with staff and advise • INSET for staff around visual task checklists, finish trays and sensory issues 	Spring term 2018	
To improve access to teaching and learning for pupils with specific learning difficulties	<ul style="list-style-type: none"> • Inclusion Manager and Assistant SENCO to provide INSET for whole staff 	By end of Spring term	
Consistent use of red cat microphone system in classes	<ul style="list-style-type: none"> • Staff to inform IT department when equipment is not working • Inclusion Manager and Assistant SENCO to carry out Learning Walks on regular basis to ensure in place in all classrooms 		
Bank of resources to be planned, prepared and used for pupils with English as an additional language [new arrivals]	<ul style="list-style-type: none"> • Assistant SENCO to develop a bank of resources for staff to use that fits in with the learning programme already developed 	Autumn 2017	

Information:			
Main priorities:	Action to be taken:	By when:	Outcome:
Better use of parent text messages to inform parents of up and coming events	<ul style="list-style-type: none"> Head to discuss with Office Manager Up and coming events to be discussed at SMT/AL meetings and Office staff informed 	Autumn 2017	
Use of praise pads to be used on a regular basis by all staff to inform parents of good work, effort and behaviour	<ul style="list-style-type: none"> Behaviour TAs to share with staff at whole staff meeting Pads to be made available in all classrooms Deputy Head and Behaviour TAs to check on use 	Autumn 2017 and on-going	

William Austin Junior School Accessibility Plan 2016-17 Reviewed:

The School Environment:			
Main priorities:	Action to be taken:	By when:	Outcome:
Steps leading into the Learning cabin to be marked clearly [need re-doing].	<ul style="list-style-type: none"> Site Agent to be made aware – Lynne Day & Jo Adams Yellow markings to be painted on edge of each step as part of a rolling programme 	November 2015	Yes completed. On-going maintenance thereafter to ensure painted strips remain clear.
To create a positive 'can do' ethos around the school.	<ul style="list-style-type: none"> Mindset INSET for staff Staff to put in place strategies in class Posters to be displayed around the school to give positive messages to all 	Spring term 2016	Actions completed. Staff will need to continue with this to ensure it's embedded.

The Curriculum:			
Main priorities:	Action to be taken:	By when:	Outcome:
ASD training for staff working with pupils with a statement/ EHC Plan with a diagnosis of ASD	<ul style="list-style-type: none"> Assistant SENCO and TA to attend ASD training run by Local Authority and then put into practice Staff to then share with SEND Team 	Spring term 2016	Staff attended training. Many good strategies have been put in place for pupil in Year 3. Information disseminated to SEND Team.
IEPs to be re-introduced [but keep the first two pages of the Pupil Passport]. Targets to be SMART and shared with parents.	<ul style="list-style-type: none"> Training to be provided for staff on setting appropriate targets Staff to work on including outside agency advice Parents to be contacted and strategies to use at home to be discussed and added to the IEP 	Spring term 2016	IEPs now in place. INSET provided and targets are now smarter. IEPs are shared with parents, and a box has been added to include strategies to use at home.

Information:			
Main priorities:	Action to be taken:	By when:	Outcome:
Increase the number of signs used for displays so all can access learning and information.	<ul style="list-style-type: none"> EAL Coordinator to carry out Learning Walk around the school and share ideas and resources with staff 	December 2015	Actions completed. Staff have worked really hard to include EAL signs across the school.
Update school's SEND information report on the website	<ul style="list-style-type: none"> Inclusion Manager and Assistant SENCO to look at school's report and update to reflect current practice, resources and information 	Autumn 2015	Completed

William Austin Junior School Accessibility Plan 2015-16 Reviewed:

The School Environment:			
Main priorities:	Action to be taken:	By when:	Outcome:
Make the School Site more secure for vulnerable pupils.	<ul style="list-style-type: none"> Secure fencing to be erected around the school Gates for parents to be opened just before home time [not earlier] 	Aut 1 2015	All actions completed
Outstanding action – Improve access to the Library	<ul style="list-style-type: none"> Replace heavy swing doors with automatic door closers [Dorgard] as in the hall 	Spring term 2016	Heavy doors replaced. Automatic door closers not purchased as doors can easily be moved now and propped open for ease of access.

The Curriculum:			
Main priorities:	Action to be taken:	By when:	Outcome:
Foundation planning to be annotated to show provision for pupils with statements/ EHC Plans.	<ul style="list-style-type: none"> Planning scrutiny form shared with class teachers Inclusion Manager to check plans weekly initially until good practice embedded 	Aut 2 2015	There is now evidence of staff naming pupils on foundation planning. This has been matched to provision in class and work in books. Monitoring will be on-going.
Pupil Passport targets to be set and reviewed regularly, and shared with parents	<ul style="list-style-type: none"> Pupil Passport targets to be in place Aut 1 To be shared with parents during Open Evening Aut 1 Inclusion Manager/ Assistant SENCO to monitor reviewing and setting of targets on half termly basis, and to support staff where relevant Teachers to pay regard to statement/ EHC targets and targets set at last Annual Review. Also to take on board advice from outside agencies when setting targets 	Aut 1 2015 then half termly monitoring	Two staff INSETs have been provided around target setting. Staff now given staff meeting time on a regular basis to review and set new targets.

Information:			
Main priorities:	Action to be taken:	By when:	Outcome:
Ensure letters/ information reaches the parents of some of our more vulnerable pupils.	<ul style="list-style-type: none"> Pupils with memory/ communication/ organisational difficulties identified from the SEN/ Disabilities Register. Class Teaching Assistants ensure letters go in pupils' bags, and in some cases contact parents direct by phone. 	TAs and Class Teachers informed Aut 2015 then on-going	TAs are particularly good at informing parents of the more vulnerable pupils. Further work can now be done around the area of texting parents.
Keep parents up to date with SEND information	<ul style="list-style-type: none"> SEND item to form part of the regular School Newsletter Termly SEND Parent Support Group 	On-going	SEND Parent Support Group now up and running again, in partnership with the Infants. Parent requests taken into consideration – next meeting in May 2016 will be a maths workshop for parents. Items are placed in the school Newsletter as and when appropriate.
Parents to be aware of the support available from the Independent Supporters Service	<ul style="list-style-type: none"> Parents to be informed of this service at the SEND parent Support Group meetings Parents to also be informed prior to Annual Reviews and when statements are being transferred to EHC Plans. 	Aut 1 2015 then on-going	Information regarding this service has been shared at SEND parent Support Group meetings. Several of our families have now used this service.

William Austin Junior School Accessibility Plan 2014-15 Reviewed:

The School Environment:			
Main priorities:	Action to be taken:	By when:	Outcome:
Steps leading into the Learning cabin to be marked clearly.	<ul style="list-style-type: none"> • Site Agent to be made aware – Lynne Day & Jo Adams • Yellow markings to be painted on edge of each step 	November 2014	Yes completed. On-going maintenance thereafter to ensure painted strips remain clear.
Check safety of ramp to the Huts.	<ul style="list-style-type: none"> • Site Agent to be made aware – Lynne Day & Jo Adams • Safety of ramp to be checked regularly – especially as wet and icy weather starts 	November 2014 [& on-going]	Yes completed. Ramp more secure. Regular maintenance checks in place. Site Agents keep safe in bad weather.
Outstanding action – Improve access to the Library	<ul style="list-style-type: none"> • Replace heavy swing doors with automatic door closers [Dorgard] as in the hall 	Spring term 2015	This has been agreed but not yet in place. Carry Forward.

The Curriculum:			
Main priorities:	Action to be taken:	By when:	Outcome:
Use of practical apparatus in maths [including Numicon].	<ul style="list-style-type: none"> • TAs to receive training – Lynne Day. • Sets of Numicon to be distributed to identified maths sets – Lynne Day. • Monitor use in maths lessons – Lynne Day & Esther Ford. 	December 2014	Workshop – Numicon [10.10.13] Numicon available throughout the school and now being used more effectively.
Provide support for pupils that need it in order to attend extra curricular activities.	<ul style="list-style-type: none"> • Pupils to be identified and interests ascertained – Behaviour TAs. • Key members of staff to support. • Support staff to liaise with Teacher running club. 	Start of each term	Staff continue to encourage pupils with SEND to attend an extra-curricular club. Out of all the extra-curricular clubs in school, 100 places are taken by pupils with SEND. [Autumn 2015]
Prepare teachers to take more responsibility for identifying and supporting pupils with SEND.	<p>Lynne Day - Twilight training sessions on the following:</p> <ul style="list-style-type: none"> • Recent changes in SEND • The basics – the four categories and what differentiation looks like for different high incidence needs • Alternative strategies for high incidence needs. • The Inclusion Development Programmes/ On-Line Courses • Writing IEPs. 	Autumn 2014 & Spring 2015	Whole staff INSET provided re changes in SEND [09.12.14]. Whole staff meeting – Differentiation [05.05.15] TAs continue to access On-line Courses. Pupil Passports have replaced IEPs. Inclusion Manager/ Assistant SENCO are monitoring setting of targets and supporting staff where relevant. Planning for foundation subjects being scrutinised by Inclusion manager to ensure pupils with statements/ EHC Plans are being planned for on an individual basis.

Information:			
Main priorities:	Action to be taken:	By when:	Outcome:
Share information about the recent changes in SEN with parents.	<ul style="list-style-type: none"> • Presentation to parents during the SEND Parent Support Group Meeting in the Autumn term [2014]. • School's SEN Information report to be placed on the school's website [September 2104]. 	Autumn 2014 September 2014	Recent changes in SEND shared with parents at Parent Support Group [09.10.14] SEND Parent session – change from IEPs to Pupil Passports [22.05.15] School's SEN Information Report on website in time for September 2014..
Ensure letters/ information reaches the parents of some of our more vulnerable pupils.	<ul style="list-style-type: none"> • Pupils with memory/ communication/ organisational difficulties identified from the SEN/ Disabilities Register. • Class Teaching Assistants ensure letters go in pupils' bags, and in some cases contact parents direct by phone. 	December 2014	Put in place. Still an on-going priority.
Signs with symbols to be used more consistently around the school.	<ul style="list-style-type: none"> • Refresher training on Communicate in Print for staff. • Staff to use signs on some displays. • Use of visual resources to be prepared for pupils with communication & interaction difficulties. • All classes to display visual time-tables in their classrooms. 	Summer 15	Workshop – Communicate in Print [26.09.13] Communicate in Print Training for new TAs [14.10.14] Rainbow Room Teacher has also trained individual teachers who have pupils who access Rainbow Room. Visual time-tables still in place in all classrooms. Visual resources in use across the school.

Monitoring, reviewing and planning of Disabilities Equality Scheme & Accessibility Plan:

- Inclusion Manager to update details on an annual basis in the Autumn term when the SEN Register Analysis is completed
- Senior Management/ Achievement Leader Team to ensure targets set are monitored and reviewed at SMT/AL meetings

The School Environment [Summary of previous actions]:

- Lunchtime Club in place [2006]
- Fencing all around the school [2007]
- VI Team advised school on use of contrasting colours [2007]
- All classes have and use visual time-tables [2007]
- Area has been designated outside Year 3 Group Room. Seating and play activities. [2007]
- Benches, sand and water trays, and multi-sensory play activities have been purchased. [2007]
- Senior Management Team have promoted the use of sound systems throughout the school [2008]
- Larger SENCO Office which doubles up as a 'nurture' room for pupils to visit when they are not coping [2008]
- All doors to the hall replaced to make access easier [2008]
- Specially adapted chair purchased for pupil with muscular dystrophy and used in class and in dining hall. Therapy Bench, mobile hoist and pacer have been purchased and are now in use. Staff have received training in use of equipment from Lady Zia Outreach Team. [2008]
- Personal Emergency Egress Plans [PEEPs] in place for pupils with physical disabilities, to ensure safe evacuation of the building in cases of emergency [2009]

- Sound Systems extended throughout the school [2009]
- An after school cookery club is run by Mrs Norfolk and the Family Workers. Pupils with SEND have had access to the cookery club, and one pupil as allowed to attend for a further term. [2011]
- Path from Upper Playground to field replaced to improve access [2012]
- Changes made to the SENCO Office, which is now being used as a clean room for tube feeding. Relevant staff have undertaken training. Pupil now able to stay in school at lunchtimes. [2012]
- Area to be provided for managing pupil's stoma bag. Appropriate equipment stored in Year 3 disabled toilet. Relevant staff have undertaken training. Pupil's needs are being met in school. [2012]

The Curriculum [Summary of previous actions]:

- Staff Training – ASD [2006]
- Behaviour management training [2008]
- Key pupils with organisational difficulties identified and on contact list. List is in all Year Groups and TAs responsible for contacting parents of these pupils to pass on important information. [2007]
- Clicker 5 training Lady Zia Outreach Team [2008]
- Audit carried out to ascertain number of SEND pupils involved in after school clubs –results were very positive. [2008]
- School took part in Targeting Mental Health in Schools Project [2008-9]
- All Year groups show differentiation on ICT planning [must/ should/ could]. Word processing tasks differentiated to an appropriate level for pupils with learning difficulties. Lower case keyboards now available in ICT room. [2008]
- INSET delivered by the Inclusion Manager on the Inclusion Development Programme: SLCN & SPLD [[2009]
- Newly appointed PE Coordinator has improved and increased the number of sporting activities that all pupils can access. [2009]
- Next phase of the Inclusion Development Programme delivered [2010]
- Sports Day activities were differentiated effectively. Barbara Wilding and Phil Clarke provided training for staff. [2010]
- A visit from the Lady Zia Outreach Team was planned for January 2010 to look at access in PE and Games for a Year 6 pupil with a physical disability [2010]
- Inclusion Manager talked to pupils about autism in Lower and Upper assemblies. The school raised money for Autism Bedfordshire [2010]
- ASD On-line Training for staff [2011]
- Mrs Day & Mrs Rose attended P Scale course. Staff INSET 29.05.12 [2012]
- Mrs Day has provided further training for TAs. WWS & C5 training now forms part of the new TA Induction Programme. Several members of staff have also taken up the opportunity to receive WWS & C5 training. [2012]
- TA training: SLCN [2012]
- Whole staff Inclusion Development Programme: SLCN training [2012]

Information [Summary of previous actions]:

- Inclusion Policy in place, Accessibility Working Party met [2007]
- Staff are now providing homework prompts and examples to ensure pupils have improved access to the homework tasks. [2007]
- In each Year Group a pupil with SEN/disability is on the school council. These are elected by staff. [2007]
- Two Family Workers appointed. They have already built up good working relationships with key families. Their work will expand to involve and include a greater number of families. Children of Concern meeting held every week [Family Workers, Deputy and Assistant Head and Inclusion Manager], and agreed actions include home visits. [2008]
- Parent/Carer questionnaire handed out on Spring Open Evening to ascertain special requirements of parents – good response. [2009]
- All teaching/ teaching assistant staff have had the opportunity to complete a disability questionnaire. The questionnaire was also shared with governors. However, the questionnaire trial was not successful. It was felt that procedures in school negate the need for this: All new employees complete the Medical Health Check. We work closely with Occupational Health when staff have either a long term disability or short term health issues. [2009]
- A joint Infant and Junior parent/carers SEND Support Group meets termly. [2009]
- Family Workers have been very proactive in contacting our more vulnerable families to ensure information gets home. Our TAs have also played a part in informing parents

of more vulnerable pupils of up and coming events in school. Many parents now access the workshops run by the Family Workers. [2010]

- Inclusion Manager and several TAs attended a Makaton Course at Lady Zia Wernher School. They then cascaded to staff in two staff meetings. Signing now part of Singing Assemblies, and signing club in school. [2012]
- Anti-bullying Policy is up to date and includes reference to disability discrimination. [2013]
- VI Outreach Team consulted and advice put into place. Modified, enlarged past SATs papers ordered and in use. Yellow, tactile ruler and protractor purchased and in use. Staff are submitting resources to be enlarged/ adapted and typed in appropriate font. [2013]

This policy will be monitored and reviewed by the full Governing Body on an annual basis.

Policy updated: May 2017

Staff responsible: Lynne Day

This policy was ratified by the Governing body on: 24 May 2017

Signed on behalf of the Governing Body: _____(signature)

_____ (printed)