

William Austin Junior School

Accessibility Plan 2024 to 2027



Inclusion Manager: Sylvia Douglas

Headteacher: Jo Adams

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. William Austin Junior School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. The Accessibility Plan will cover a three-year period and will be reviewed annually.
4. The Accessibility Plan will contain relevant actions to maintain and improve access to the following:

Physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include letters home, hand-outs in class and information about the school and school events. Information should be made available in various preferred formats within a reasonable time.

5. The Accessibility Plan will be uploaded to the school website.
6. The school's complaints procedure covers the Accessibility Plan.
7. The policy will be reviewed and monitored by the Inclusion Team and School Management Team.

Policy updated: April 24

Staff responsible: Sylvia Douglas

This policy was ratified by the Governing body on: 17th July 2024

Signed on behalf of the Governing Body:

A handwritten signature in blue ink that reads 'M. Kashif'.

M. Kashif - Chair of Governors

(signature)

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Main Priorities	Lead	Action	Resources	Timescale	Success Criteria
IMPROVING ACCESS TO THE CURRICULUM					
To improve staff knowledge and understanding to enable SEND pupils to access the curriculum	Inclusion Manager	<ul style="list-style-type: none"> • INSET for staff (e.g. Walkthrus, using strategies from the EEF, ELKLAN etc) • Inclusion Manager's support for teachers • Training for TAs (e.g. face to face, online etc) 	Time Training Staff meeting	In place and ongoing	<ul style="list-style-type: none"> • EHCPs and IEPs written to support pupils • Pupils grouped effectively in the classroom • Pupils make good progress towards targets
To improve access to teaching and learning for children with English as an additional language	Inclusion Manager and Family workers	<ul style="list-style-type: none"> • Meet and greet, welcome pack • Home language resources if required • EAL Language assessment • 'Zoom' EAL learning programme for pupils who have made progress from the beginner class. • Daily EAL learning programme for all pupils new to the country. • Daily phonics programme for all pupils new to the country or for those who have not passed the KS1 phonics screening. 	Time Resources	In place and ongoing	<ul style="list-style-type: none"> • Needs of EAL pupils are met which has a positive impact on pupil progress removing language barriers
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Inclusion Manager Class Teacher	<ul style="list-style-type: none"> • Strategic deployment of support staff • Use of ICT in class (e.g. NESSY, Accelerated Reader, Chrome books) • Purchase and allocate other resources as needed e.g. sloping boards for writing, Communication In Print, coloured exercise books, voice recorders overlays, pencil grips, Pen grips, Triangular non-slip grip mould pencils, specialist 	Resources as required for individual children	In place and ongoing	<ul style="list-style-type: none"> • Positive impact on pupil progress • Barriers to learning are reduced

		scissors, fiddle toys, resources for EAL, ear defenders.			
Adaptation to the curriculum to meet the needs of individual learners	Inclusion Manager Class Teacher	<ul style="list-style-type: none"> Pastoral support, visual timetables, timetable adaptations Individual Physiotherapy/Occupational Therapy, Speech and Language programmes Use of access arrangement for assessments/National tests 	Speech therapist Occupational therapy team Physiotherapist	In place and ongoing	<ul style="list-style-type: none"> Needs of all learners met enabling positive outcomes
All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	Staff Inclusion Manager	<ul style="list-style-type: none"> Risk assessments will be undertaken Where appropriate providers will comply with all legal requirements 	Specialist equipment if required	In place and ongoing	<ul style="list-style-type: none"> Increased access to the extra-curricular activities for all pupils with SEND
Workstations to be incorporated into classrooms where there is a real need	Inclusion Manager TA Class Teacher	<ul style="list-style-type: none"> Suitable area in the class to meet pupil need Inclusion manager to compete learning walk 	Table Range of visual resources depending on needs	In place and ongoing	<ul style="list-style-type: none"> Positive impact on pupil participation and engagement
IMPROVING THE PHYSICAL ACCESS AT WILLIAM AUSTIN JUNIOR SCHOOL					
Disabled parking bay(s) and signs	Head Teacher Site Manager	<ul style="list-style-type: none"> Identified car parking spaces for disabled motorists 	Signage and markings	In place	<ul style="list-style-type: none"> Parking space identified
External ramps	Head Teacher Premises Manager	<ul style="list-style-type: none"> Ramps to ensure safe access to huts 	New surface	In place	<ul style="list-style-type: none"> Step free access to huts
Seating and Furniture	All staff	<ul style="list-style-type: none"> Ensure surplus furniture and equipment is not left in dining 		In place and ongoing	<ul style="list-style-type: none"> Class have organised to ensure easy access.

		<p>areas/assembly halls/teaching spaces</p> <ul style="list-style-type: none"> • Ensure appropriate seating and clear space available for individual with limited mobility or wheelchairs 			<ul style="list-style-type: none"> • Classrooms and areas around school are kept clear
Lighting and Signage		<ul style="list-style-type: none"> • External lighting to outside areas around school entrances are working to help with orientation during darkness 	Head Teacher Site Manager	In place and ongoing	<ul style="list-style-type: none"> • All external lights are checked regularly and maintained
Provision of wheelchair accessible toilets		<ul style="list-style-type: none"> • Maintained wheelchair accessible to toilets with clinical waste bins 	Maintenance cost	In place and ongoing	<ul style="list-style-type: none"> • School is fully assessable to wheelchair users on the ground floor

IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT WILLIAM AUSTIN JUNIOR SCHOOL

Availability of written material in alternative formats	Head Teacher Office Staff	<ul style="list-style-type: none"> • The school will make itself aware of the services available through the LA for converting written information into alternative formats such as large print and different languages if requested 	The school will be able to provide written information in different formats when required for individual purposes	In place and ongoing	<ul style="list-style-type: none"> • Delivery of information to all pupils and parents improved
Survey parents/carers of SEND pupils as to the quality of communication to seek their opinions as to how to improve.	SEND Co Office Staff	<ul style="list-style-type: none"> • Set up coffee morning to find out how effective our communication is (email, text messages, SCOPAY, newsletters, school letters) 	School is more aware of the opinions of parents and acts on this	Summer 2024 –	<ul style="list-style-type: none"> • Parental opinion is surveyed and action taken appropriately
To ensure that parents are able to access and understand communication from school.		<ul style="list-style-type: none"> • Face to face consultation meetings for IEPs and open evenings • Use of interpreters • Phone calls with staff members • Use of Google translate 	Staff members, SCOPAY, computers	In place and ongoing	<ul style="list-style-type: none"> • Parents able to access information