



**Julian's Primary School**

**Accessibility Plan 2018 – 2021**

## Introduction

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, race, 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 of 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. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Julian’s Primary School the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document.

At Julian’s Primary School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) The Julian’s Primary School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) Julian’s Primary 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.

4) The Julian's Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe 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, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The Julian's Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum Policy
- Critical Incident Support Plan
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Improvement Plan

- Special Educational Needs Policy
- Staff Development Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Resources Committee

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved \_\_\_\_\_

Date \_\_\_\_\_

## **Aims and Objectives**

### **Our Aims are:**

- **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,**

Our objectives are detailed in the Action Plan below

### **Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. When children have identified needs we aim for a member of the inclusion team to attend home visits to assess children's needs before they start in reception. Where needs are identified we also contact nurseries or previous schools to ensure a successful transition. Where children have complex needs these are recorded on access passports which are developed with parents/carers and regularly reviewed. Access passports also include details of access strategies in place for that child and are shared with all relevant staff. For parents and carers of children already at the school, we collect information on disability as part of discussions with parent/carers during parent/carer evenings and termly access passport review meetings.

### **Physical Environment**

Disabled pupils participate in extra-curricular activities and despite the fact that some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs – efforts and reasonable adjustments are made to ensure that all children are included.

### **Curriculum**

Access Passports and differentiation are used to ensure that all pupils can access the curriculum appropriately. There are areas of the curriculum which present particular challenges for disabled pupils, for example: PE for pupils with a physical impairment. Children with speech and language needs, Autism or non-verbal children may find it very difficult to access teaching and learning. The school works

with a wide range of external specialists to ensure all pupils get the support they need to access all areas of the curriculum. In 2018 MAKATON (a language programme using signs and symbols to help people to communicate. It is designed to support spoken language and the signs and symbols are used with speech, in spoken word order) was introduced to support access for these children that have significant speech and language, communication difficulties. Makaton is used across all year groups. The Makaton specialist liaises with the Inclusion Managers and offers advice on how to support individual teachers and children when necessary. Other issues may affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten. These areas are monitored and subject to equality impact assessment to ensure the school takes a pro-active approach to addressing these issues.

## **Information**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Makaton is used to support communication. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff. When necessary, specialist software (CENMAC) which supports communication and writing, is available to disabled children. This is provided by the external agency- CENMAC. The school refers children with hearing and vision impairment to the corresponding Lambeth support services and ensures their recommendations are implemented. The school works closely with the Lambeth ASD Advisory services on supporting children that have a diagnosis of ASD. The Lambeth ASD teacher visits both sites termly and advises on strategies and classroom environment adaptations, meets with teachers and parents and attends annual review meetings.

## **Access Audit**

The school consists of two sites: one in West Norwood and one in Streatham. West Norwood site is a three storey building with wide corridors and several access points from outside. The EYFS areas are all on the ground floor with wide door access to all rooms. The halls are on the ground floor and are accessible to all. There is a lift which can accommodate a large wheelchair. School staff are trained in the operation of the lift when relevant. Training is reviewed annually. On-site car parking for staff and visitor includes two dedicated disabled parking bays. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available, one in the Foundation Stage and one outside the Hall. All these are fitted with a handrail and a pull emergency cord. The school has emergency lighting so that escape routes are clearly marked.

The building in Streatham is a three storey building with wide corridors and several access points from outside like West Norwood. The EYFs classrooms are located on the ground floor and there is access to all rooms. There is a lift that provides access to all floors and three disabled toilets, one on each floor. There is also a changing table with a shower on the upper ground floor. A ramp links the upper playground with the lower playground. The entrance to the reception office is accessible by wheelchair users and it has wide doors.

**Management, coordination and implementation** We will consult with experts when new situations regarding pupils with disabilities are experienced.

## **Action Plan**

### **Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.**

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

<b>SHORT TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To liaise with Nursery providers to review potential intake for Sept 19	To identify pupils who may need additional to or different from provision for Sept 19 Intake	Sept 2019/20	HT EYFS teacher Inclusion Team	Procedures/equipment/ ideas set in place by Sept 2019.
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
	To establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	HT All Teachers Inclusion Team	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with on-going health needs. E.g. Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel.  To liaise closely with the school nurse. On-going training in asthma, allergies, epipen, first aid etc.	Ongoing	HT TAs Inclusion Team Outside agencies	Clear collaborative working approach

	To ensure full access to the curriculum for all children	<p>Outside Play visits; Employment of specialist teachers; Advice from external agencies including EPs, OTs, Physiotherapists etc. CPD for staff and:</p> <ul style="list-style-type: none"> <li>• A differentiated curriculum with alternatives offered.</li> <li>• A range of support staff including trained teaching assistants</li> <li>• Multimedia activities to support most curriculum areas</li> <li>• Use of interactive ICT equipment</li> <li>• Specific equipment sourced from occupational therapy</li> <li>• Risk assessments to ensure access to all activities</li> </ul>	Ongoing	<p>Teachers INCLUSION TEAM Ed Psych OT, SALT Physio ASD outreach etc</p>	<p>Advice taken strategies evident in classroom practice. Disabled and sen children supported and accessing curriculum</p>
<b>MEDIUM TERM</b>	<b>Tasks/Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To finely review attainment of all SEND pupils.	<p>INCLUSION TEAM/Class teacher meetings/Pupil progress Unified assessment</p>	Termly	<p>Class teachers Inclusion Team HOS</p>	<p>Progress made towards Access Passports targets Provision mapping</p>

		<p>system in place Alternative ways of assessment to be used for children working below national curriculum levels Regular liaison with parents Assessment for non-academic progress in place</p>			<p>shows clear steps and progress made Alternative assessment showing progress Qualitative data used (S&amp;D questionnaires, annual reviews, play therapists reports, case studies)</p>
	<p>To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> <li>● Wheelchair access</li> <li>● Giving alternatives to enable disabled pupils to participate successfully in lessons</li> <li>● Creating positive images of disability within the school so that pupils grow into adults who have some understanding of</li> </ul>	Ongoing	Whole school approach	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>

		the needs of disabled people			
<b>LONG TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To evaluate and review the above short and long term targets annually	See above	Annually	SLT, Core curriculum co-ordinators Governors	All children making good progress.
	To deliver findings to the Governing Body	Standards and resources committee Governors meetings	Annual SEND Governor / INCLUSION TEAM meetings	INCLUSION TEAM SLT/SEND Governor	Governors fully informed about SEND provision and progress

**Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.**

<b>SHORT TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	Improve physical environment of school environment	The school will take account of the needs of pupils, staff 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, and colour schemes, and more accessible facilities and fittings.	Ongoing	SLT Premises staff	Enabling needs to be met where possible.
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained. SEND needs taken into account in creating the SEND friendly environment
	Ensuring all with a disability are able to be involved.	Create access passports for individual disabled children	With immediate effect, to be reviewed each	Teaching and non-teaching staff	Enabling needs to be met where possible.

		Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.	term		
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	Inclusion Team Class teachers First aiders School nurse Occupational health	
	Ensuring disabled parents have every opportunity to be involved	Utilise disabled parking spaces for disabled to drop off & collect children Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to identifying the access requirements of disabled parents	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	Disabled parents are encouraged to be actively involved in all aspects of the school life.
	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>MEDIU M TERM</b>	To improve community links	School to continue to have strong links with schools in South	Ongoing	SLT All staff	Improved awareness of disabilities/the wider community of Lambeth

		Lambeth Schools Partnership Authority and the wider Lambeth community.			and the world and their needs Improved community cohesion
<b>LONG TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	Continue to develop playgrounds and facilities.	Look for funding opportunities	Ongoing	Whole school approach	Inclusive child-friendly play areas.
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages /letters/walk to school week Bikeability for Year 6 children	Ongoing	PSHE Co-ordinator SLT	No accidents
	To obtain a Green School accreditation	Continue to work towards Green School	Ongoing	Whole school approach	Achievement of award

### **Aim 3: To improve the delivery of information to disabled pupils and parents.**

	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
<b>SHORT TERM</b>	To ensure that parents/carers with hearing impairment, visual impairment or having English as an additional language can access school information	Regular communication with parents Interpreter provided for parents' eve/annual reviews Various ways of communication information (use of IT, printed handouts, meetings, phone calls)	Ongoing	Class teacher SLT Admin staff Inclusion Team	Two way communication in place.
	To ensure all children with ASD have access to the curriculum	Regular parental communication through access passport reviews Individualised teaching strategies used for ASD children. CPD training provided to teaching and support staff	Ongoing	Partnership work with Autism Advisory Service and SaLTs All staff to be aware	ASD children able to access curriculum.
	To enable improved access to written information for pupils, parents and visitors.	Use symbol software to support learners with learning / reading difficulties. Raising awareness of font size and page layouts will support pupils with visual impairments. Auditing the school library to ensure the availability of large font	Ongoing	Admin staff  SLT	All, pupils, parent's /carers and visitors are able to access written information

		and easy read texts will improve access. Auditing signage around the school to ensure that is accessible to all is a valuable exercise.			
<b>MEDIUM TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	To review children's access passports ensuring school's awareness of any disabilities	Information collected about new children. Access passports passed up to each class teacher.	Annually	Class teachers Outside agencies SLT Inclusion Team	Each teacher/staff member aware of disabilities of children in their classes
<b>LONG TERM</b>	<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
	In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected	Record keeping system to be reviewed.	Continual review and improvement	Assessment Co-ordinator/SLT	Effective communication of information about disabilities throughout school