

ACCESSIBILITY PLAN 2015-2018



Norton Junior School aims to be a totally inclusive school, which supports and develops academic, social and personal development for all stakeholders.

We recognise that some children need increased support to access learning because:

- a) They have a significantly greater difficulty in learning than the majority of children of the same age;
- b) They have a disability, as defined under the Equality Act 2010, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

The Equality Act 2012 defines disability as a *“physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”*.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

We aim to ensure that all barriers to equal access in our school are removed or overcome. We monitor and track progress of all children so that the support provided is as effective as possible with an “Assess, Plan, Action and Review” principle at the heart of our practice. We welcome the full engagement of parents and carers and, where necessary, seek support and advice from specialists outside of school to ensure we are able to make reasonable adjustments and continue to develop and maintain a range of flexible resources to meet the needs of all children and their immediate families.

Access to the curriculum, information and associated support services

A minority of pupils will need access to specialist equipment and different approaches in order to access the National Curriculum and these pupils will be identified on the school’s Provision Mapping system. The school aims to ensure all SEND provision and resources are utilised effectively and efficiently to support the taught curriculum through:

- Early identification of need at point of transition to Norton Junior School which underpins the planning, implementation, monitoring and evaluation of support processes and provision in order that all pupils are able to reach their full learning potential.
- Liaison and monitoring by the Inclusion Leader which quality assures the effectiveness of appropriate provision and takes into account the wishes of parents/carers and the needs of the individual.
- Information sharing and collaboration to set individual targets which motivate all pupils to achieve and celebrate their learning goals.
- Effective use of in-class provision and support to deliver a differentiated curriculum where appropriate.
- Taking into account the wishes and feelings of pupils in all aspects of school life.
- Particular care is taken when planning learning opportunities outside of the classroom, including residential visits, to identify and take steps to remove barriers to learning, progress and participation for those children with specific additional needs.

Access to the physical environment and facilities

Norton Junior School continuously reviews the way in which the curriculum is planned, prepared and delivered and makes creative use of internal and external facilities and space to ensure it is stimulating, supportive and well resourced. The school endeavors to make reasonable adjustments to ensure all pupils are able to access every aspect of school life.

We pay particular emphasis to:

- The provision of a learning environment where children feel safe and valued.
- Planning practical and extra-curricular activities to ensure that pupils with limited access or disability have access to a positive learning experience which develops knowledge and understanding whilst promoting their achievement.
- Promoting understanding of disability through actively identifying positive role models and avoidance of stereotyping or emphasis on limitations which disability may impose.
- Ensuring equality and accessibility are embedded within all relevant aspects of School Improvement Planning.
- Ensuring all staff have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.

The following adaptations are available to meet the sensory and physical needs of individual children:

- Appropriate seating, acoustics and lighting
- Adaptations to physical environment, including toileting and intimate care facilities, ramped access and egress etc
- Access to alternative or augmented forms of communication, including enlarged font, braille, availability of interpreter etc.
- Provision of tactile and kinesthetic materials
- Access to low vision aids
- Access to specialist aids, equipment or furniture
- Regular access to specialist multi agency support
- Additional teaching assistance from support staff (including, reading and scribing support in tests in line with normal classroom practice)

This policy should be read in conjunction with the school's:

- Special Educational Needs Policy
- SEND Information Report and Local Offer
- Curriculum Policy
- Health & Safety Policy and Practice (including off-site safety)
- Managing Medicines in School Policy
- School Emergency Plan and Personal Emergency Evacuation Plans
- Single Equality Policy
- Behaviour Management Policy
- NJS Vision & Values Statement
- School Improvement and Budget Plans

ACCESSIBILITY ACTION PLAN 2015-2018

Short Term – 2015/16

- **CPD for relevant staff**
 - Dedicated end of year transition – information sharing to ensure awareness of provision map content and individual access needs
 - End of year transition - Moving & Handling training for receiving teaching and support staff
 - “Effectively Supporting Teaching” INSET – to develop capacity and confidence of TA Team
- **External learning environment – enhanced access to quadrangle**
 - Autumn Term Sites & Premises (internal and external inspection with a whole school Accessibility focus)
- **Extra Curricular Activities**
 - Planned intention to increase number of residential trips – ensuring learning and participation is accessible to all children
- **PE curriculum**
 - Continue to promote inclusion and ensure disabled children have opportunity to excel in sport
 - Promote and encourage participation in lunch and after school activities for disabled pupils
- **Parent/Carer access needs**
 - Ensure Confidential New Starter Information Pack and questionnaire includes reference to specific parent/carers accessibility needs
- **Communication**
 - Installation of new telephone system to improve lines of internal communication across school, including outside units.

ACCESSIBILITY PLAN 2015-2018



Medium Term 2016/17

- **External Learning environment**
 - Installation and development of trim trail to promote physical activity and improved behaviours particularly during unstructured parts of school day
- **Whole staff Accessibility/Disability/Equality awareness raising**
 - Following induction of newly appointed Inclusion Leader

Long Term

- **Pursue Inclusion Charter Mark**
 - All children have equal access to learning and full range of educational/social activities.