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### **Cockton Hill Junior School** **Accessibility Policy 2021-2022**

#### **Schools' duty around accessibility for disabled pupils**

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme at Cockton Hill Junior School and sets out how the governing body will improve equality of opportunity for disabled individuals.

Schools and LAs need to carry out accessibility planning for disabled individuals. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010 Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled individuals: pupils, staff, parents, carers and other individuals who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties. The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.
- not to treat disabled pupils less favourably for reasons related to their disability.
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- to plan to increase access to education for disabled pupils.

Cockton Hill Junior School has high expectations for disabled pupils and a commitment to pupils' full participation in school activities and community. Our policy is driven by the principles of equal opportunities for all. Cockton Hill Junior School aims to:

- provide a safe, secure, stimulating and supportive atmosphere where each child is valued.
- nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally
- secure an inclusive learning environment and to support individual pupils i) with special educational needs ii) with disabilities
- ensure teachers and staff have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

It is a requirement that the school's Accessibility Policy is implemented and reviewed and revised as necessary. Attached is an audit, (Appendix 1), detailing facilities and procedures currently in place to meet the requirements set out in this policy. Appendix 2 provides an Accessibility Action Plan identifying the priorities from the review of appendix 1. The Accessibility Action Plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the Accessibility Action Plan the school has set the following priorities:

- **To provide safe access throughout the physical environment of the school for all pupils.**

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- **To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.**
- **Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled**

It is the responsibility of the whole school community to implement this policy in a manner which promotes an inclusive ethos.

#### **Views of those consulted during the development of the policy**

Parents, pupils, school staff and governors have been consulted in order to write this policy. Comments and recommendations have been taken into account and wherever possible are included in the action plan. Through feedback received at parent consultations (and EHC review meetings where appropriate), we are confident that the school adopts a curriculum to meet the needs of disabled pupils. Ongoing monitoring enables us to identify where changes might be needed and adapt accordingly, seeking the support of other professionals where appropriate and necessary. The review process takes account of the view of the child when planning for their support. Hard copies of this policy are available via the school office. An electronic copy is available via the school website.

#### **Management, coordination and implementation of the policy**

School staff are aware of the Accessibility Policy and how the disability duties apply to schools through staff meetings and identification of staff training needs.

The Governing Body, in collaboration with the Senior Leadership Team, will have overall responsibility for the policy and will set priorities related to their responsibilities for the policy, including direction, vision, monitoring, review and annual evaluation.

The Access plan will be coordinated with the school's responsibilities towards disabled staff under Part 2 of the Disability Discrimination Act and towards the general public under Part 3 of the Disability Discrimination Act and our duties under Health and Safety, race and Human Rights legislation.

Implementation is set out in the action plan to show allocation of responsibility, resources, expected outcomes, timescales, date and process for review.

The Governing Body will report to parents on the school's accessibility policy, where required, which will be linked to other reporting requirements on the arrangements for the admission of disabled pupils, steps taken to prevent discrimination of disabled pupils and facilities provided to assist access to the school.

#### **Appendix 1**

Findings from the audit following Accessibly Policy review: September 2021.

The school has physical access by ramp and there are disabled toilet facilities available and accessible. The interior of the building is fully wheelchair accessible due to the installation of two stair lifts – one in the main corridor and one into the main hall.

Pathways of travel around the school site and parking arrangements are safe. Parking on site is limited to 1 designated space. School gates are closed during the school day to prevent vehicles entering the site. All play areas are fenced off from the car park by a locked gate and are sited to the side and rear of the building away from the car park.

Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is on the playground. There are 3 visual alarms in school in the 3 new rooms build in 2017. Should further visual alarms be needed these would be fitted on an as and

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when basis. Where necessary, a personal evacuation plan will be drawn up. CCTV systems are in place across school grounds where appropriate.

Space for quiet work and small group work has improved in recent years with the addition of working areas in the school's main corridor. A number of rooms have been reallocated and decorated making these suitable and available for staff and pupils to access.

Furniture and equipment are selected as standard, age related as appropriate and adaptations are made where needed.

All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included in drama productions, music, PE and assemblies. Advice is sought from other professionals should adaptations be needed.

School visits, including residential visits, are made accessible to all children irrespective of attainment or impairment in consultation with the visit provider, other professionals and parent/carers.

Teachers and teaching assistants attend SEND courses as appropriate to support specific needs. Teachers work closely with TAs to address pupils' Support Plan and EHC plan outcomes and liaise with specialist and support services where applicable.

Lessons provide opportunities for all to succeed through inclusive practice alongside differentiation where appropriate and the adoption of a variety of teaching styles and strategies.

Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties who may have difficulties reading or copying from the board are given printed copies of texts, or information is written down for them. Adaptations are made available upon request to support. Teachers and teaching assistants work alongside the SENDCo to make these adaptations with advice sought from external agencies where needed.

Children with English as an additional language are provided with individual / small group teaching to develop their language skills and increase access to the curriculum where needed.

We have a clear policy on the administration of medicines, with staff trained to administer epi-pens and medicines linked to medical needs. There is a register of children with medical needs. Information relating to the medical needs of children across school is shared with all staff on a regular basis including new members of staff and visitors into school when appropriate.

Epi-pens, inhalers and basic first aid equipment are always taken on visits / trips out of school. Staff are trained in first aid and the use of epi-pens.

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**Appendix 2**

Accessibly Action Plan following Accessibly Policy review: September 2021

<b>Action 1: To provide safe access throughout the physical environment of the school for all pupils.</b>	
<b>Outcomes:</b>	<b>Actions to meet criteria</b>
<ol style="list-style-type: none"> <li>1. Raise awareness of mobility issues in classrooms, e.g. position of furniture and free flow around spaces to staff as need arises.</li> <li>2. Increase the amount of seating provided for outdoor events, e.g. Sports Day.</li> <li>3. Continue to increase awareness among all members of the school community about the dangers of cycling and scooting on the school premises (all pupils to push bicycles/scooters from the storage shed until off school premises).</li> <li>4. Increase awareness of a range of disabilities and needs with specific focus on blind / partially sighted.</li> <li>5. Investigate the possibilities of installing a ramp to the main entrance to provide disabled access through small gate.</li> <li>6. Review standard and effectiveness of blinds as screens to reduce direct sunlight and to provide shade in the classroom and thereby reduce heat gain.</li> <li>7. Improve outdoor areas by providing OPAL play and outdoor reading areas for periods of reflection.</li> <li>8. Update individual risk assessments, PEEPS, intimate care policies where appropriate and share with all staff through consultation with parents/carers</li> </ol>	<ol style="list-style-type: none"> <li>1. Briefing as part of yearly induction CPD at start of academic year as procedure – AC</li> <li>2. Development of sports day facilities – RL</li> <li>3. Staff to give verbal reminders where needed.</li> <li>4. Incorporate awareness of disabilities into RRSA/SMSC assemblies– RT SS-M</li> <li>5. RL to seek advice from LA OT.</li> <li>6. AC and CR (caretaker) to review.</li> <li>7. RL to lead on OPAL / VW to lead on reading areas.</li> <li>8. RL to action</li> </ol>
<b>Action 2: To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.</b>	
<ol style="list-style-type: none"> <li>1. Audit the representation of disabled individuals in books and teaching materials and increase if necessary – with a particular focus on books in the school library and the reading texts covered through daily reading sessions.</li> <li>2. WoW team to be re-established post COVID to ensure all pupils are aware of how the team help relationships in school and on the playground.</li> <li>3. Ensure that all pupils are able to access instructions / information on whole class teaching boards as well as hear instructions from their seating position. Adaptations and resources used where necessary.</li> </ol>	<ol style="list-style-type: none"> <li>1. VW to lead.</li> <li>2. NT to re-establish and lead on provision.</li> <li>3. All staff to ensure pupils are seated appropriately according to visual/auditory needs. RL to monitor.</li> <li>4. Signpost staff and parents to relevant support planning</li> </ol>

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<ol style="list-style-type: none"> <li>4. Ensure that curriculum planning meets the needs of all groups of pupils in school in order to improve disabled pupils' access to the curriculum, including strategies that are sensitive and responsive to pupil diversity.</li> <li>5. Identify possible approaches to self-monitoring and emotional health for individuals and for groups / whole classes</li> <li>6. Ensure appropriate professional development for staff on inclusive classroom practice and on specific disability issues.</li> <li>7. Provide for the social inclusion of all pupils through the continuation up of staff led playground activities.</li> </ol>	<p>agencies via local offer RL</p> <ol style="list-style-type: none"> <li>5. RRSA/SMSC lead to develop emotional wellbeing monitoring across pupils and staff RT SS-M</li> <li>6. Maintain current and relevant SEND CPD for all staff RL</li> <li>7. Maintain playground games kits and ensure accessibility for all RL</li> </ol>
<p><b>Action 3: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.</b></p>	
<ol style="list-style-type: none"> <li>1. Ensure that spare copies of all school communications, e.g. the school newsletters are readily available for parents/carers.</li> <li>2. Increase pupil awareness of where to access information about events in school and the local community.</li> <li>3. Ensure that all staff are aware of pupils' specific needs and signals that may be used to indicate that action is required, e.g. use of toilet facilities.</li> <li>4. Improve transition arrangements for pupils with specific needs, especially those pupils with disabilities that do not have an EHC plan. Additional transition is accessed where required as well as additional transition meetings with school staff, parents/carers, appropriate professionals.</li> <li>5. To raise the profile of strategies used to communicate information about pupils with specific needs.</li> <li>6. To share a range of strategies and resources to support parents with children with a disability – with the ultimate goal of producing an information booklet for parents of pupils with disabilities.</li> <li>7. Ensure that rewards and awards that are given fairly and accessible to all pupils.</li> </ol>	<ol style="list-style-type: none"> <li>1. Newsletters text to parents/carers and paper copies held in the office - BD</li> <li>2. Letters to be established in different formats when requested - BD</li> <li>3. Update about individual pupils given to staff - RL</li> <li>4. Follow newly developed transition protocol with a specific focus on pupils with disabilities AC RL Y6 team</li> <li>5. Signpost parents and visitors towards SEND local offer information – RL</li> <li>6. RL and NT to work on production of information booklet.</li> <li>7. Monitor rewards systems to ensure fairness for all. RL/VW</li> </ol>

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**Monitoring**

This is a whole school policy of which staff, children and parents have ownership and therefore working together as a whole is essential for it to work effectively.

Ratified September 2021 and to be reviewed annually.

Signed: *A. Caine*

Acting Head Teacher

Signed: *B. Trow*

Governor