

# Askern Spa Junior School



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## Accessibility Plan

Adopted by Governors:  
To be reviewed:

*This Accessibility Policy and Plan are drawn upon 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. Askern Spa Junior School plans, overtime, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.
4. The Accessibility Plan will contain relevant actions to:
  - Improve access to the **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 areas, equally, prepared for life as are the able-bodied pupils;(If a school fails to do this they are in breach of the DDA).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 **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 time frame. Eg texts via the phone.
5. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new Plan for the following period.
6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity.
7. The School's complaints procedure covers the Accessibility Plan.

## Improving the School Premises Access at Askern Spa Junior School

<u>Action</u>	<u>How will it be achieved</u>	<u>Who</u>	<u>Evaluation</u>
Improve and maintain access to the physical environment	When children have a disability consider adaptations needed for individual pupils- Ramps, Change to furniture Review parking bays in the car park Ensure disabled toilets and changing facilities	SENCO/Headteacher	This takes place and there is evidence of this through the SEN review process

## Improving the School Curriculum Access at Askern Spa Junior School

<u>Action needed</u>	<u>How will we achieve it?</u>	<u>Who</u>	<u>Evaluation</u>
To train staff when children attend the school with specific disabilities and needs	Contact appropriate agencies eg Visual Impairment Team, ASCETS to train, provide advice and equipment as appropriate.	SENCO/Headteacher	This takes place and there is evidence of this through the SEN review process.
Support provided for all children to access the curriculum	Along with any specific resources needed, support will be allocated as appropriate to ensure that children with a disability can access the curriculum. Reasonable adjustments such as use of a scribe, reader or prompter will be used as normal classroom practice and used in SATS examinations. Resources are provided to support children with SEN such changing the size of font. SEN support plan is in place with termly targets which are shared with parents and reviewed on a termly basis.	Headteacher/SENCO	Presently children are given additional teacher assistant support if they have a statement of SEN or need support while assessments are being carried out.
Support pupils with social and communication difficulties.	Adaptations made to play time and lunch time to support pupils who find it difficult to interact at the less structured times of the school day. Adult assigned to support pupil with ASD. Indoor classroom with lego and board games.	SENCO/ Head teacher/ Lunch time supervisor	A reduction in behavioural issues at lunch time for children with SEND.
To ensure that communication between home and school is clear for all parents.  Make available school Prospectus, school newsletters and other information for parents in alternative formats when specifically requested.	School to parent texting service to support parents with hearing difficulties. School email widely available and on each letter head/ news letter to ease communication with school. Partially sighted parents will need an alternative communication to newsletter. Office staff will ensure that they contact via the telephone.	All staff Headteacher Office staff	Texting service is in operation and working effectively to support our parents who are deaf.
To communicate with the pupil's family and professionals to ensure the	Put in place a Health Care Plan outlining the child's needs. Hold regular meetings with the parents to share progress and maintain	All teaching staff SENCO	Termly teacher/parent meetings take place for all children. Children with specific needs have termly review

needs of any child with disability, are met	positive links between home and school. Seek termly advice from the school nurse to ensure that all adaptations required are in place.		meetings with the SENCO and class teacher and parents.
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We are keen to continue to improve our accessibility for all of our school users whatever their disability. While we strive to ensure this we are aware that we must be constantly vigilant and must put in place systems and resources as the need becomes necessary to any changing situations.