

ST STEPHEN'S JUNIOR SCHOOL

ACCESSIBILITY PLAN 2017 – 2020

The purpose of this plan is to show how we intend, as a school, to increase the accessibility of our school for disabled pupils.

In compliance with the Equality Act 2010 we are committed to do this in 3 key ways:

- By increasing the extent to which disabled pupils can participate in the school curriculum
- By improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- By improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

| Aim | Current good practice | Objectives (short, medium and long) | Actions to be taken | Person responsible | Date of completion | Success Criteria |
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| Increase access to the curriculum for pupils with a disability | Differentiation: -Differentiated sets across year groups -Full range of intervention -Use of technology -1:1 through HNF - CAT team involvement - STLS support with resources and advice | For all staff to have a greater understanding of effective differentiation strategies | Differentiation INSET to be delivered to teaching staff and TAs | SENCO | By September 2017 for teachers September 2017 for TAs | All teaching staff and TAs are using more effective strategies for differentiation within curriculum lessons |
| | Technology: -Regular communication with Kent | To investigate use of technology for disabled pupils | Investigate apps | SENCO and IT technician | Ongoing | Technology is being used effectively to aid our disabled pupils and |

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| | <p>Communicative and Assistive Technology Service -Clicker 7 purchased and being introduced - ipads/laptops being used by identified pupils within literacy</p> | <p>To keep up to date with new IT packages for disabled pupils, through the CAT team</p> <p>For key staff to have a greater understanding of how Clicker 7 can support our disabled learners</p> | <p>Liaison with CAT team</p> <p>Clicker 7 training through CAT team</p> | <p>SENCO</p> <p>SENCO and appropriate TAs</p> | <p>Ongoing</p> <p>Ongoing CAT team support</p> | <p>increase their access to the curriculum</p> |
| | <p>Specific disabilities/needs: - Recent training in ADHD - Speech and language support for key TAs - Makaton training for key staff - Access to St Nicholas outreach - STLS support for key pupils - several members of staff first aid trained</p> | <p>For staff to be given the opportunity to have training in BSL/Makaton</p> <p>To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and</p> | <p>SENCO to audit teacher/TA interest and previous experience. SENCO to source BSL staff training. Research into BSL teaching for the pupils</p> <p>SENCO to work with teachers and staff prior to trips and extracurricular activities to ensure disabled pupils can be included wherever possible</p> | <p>SENCO</p> <p>SENCO KA to ensure risk assessments for all trips and external events</p> | <p>By end of 2018. Training may be ongoing</p> <p>Ongoing</p> | <p>Those teachers/TAs who are working with our children using sign language are able to communicate more confidently. These children feel more included in the school environment.</p> <p>Our disabled pupils are able to fully access all areas of our wider curriculum wherever possible. The necessary arrangements/adjustments are put into place to ensure this happens</p> |

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| | | <p>residential visits as well as extracurricular provision</p> <p>For staff to have the opportunity to access training regarding SEN and specific disabilities through new training sources</p> | <p>SENCO to keep up to date with training and courses offered by The Contented Child and STLS. Staff to attend training of interest</p> | <p>SENCO</p> | <p>Contented Child training to be accessed in 2017/2018. Ongoing</p> | <p>Staff are more knowledgeable and confident in particular areas of SEN as a result of training</p> |
| <p>Improve and maintain access to the physical environment</p> | <ul style="list-style-type: none"> - 2 disabled parking bays maintained - Disabled toilets - PEEP plans in place for specific children - Improved handrails - equipment hire - new carpet with contrasting patterns - toilet and sink adaptations in place in year 3 toilets - ramp access to ASC/playgrounds | <p>To ensure the school makes physical accommodations to the school environment where necessary for new admissions</p> <p>To create and maintain PEEP plans for required pupils on an annual basis</p> | <p>SENCO to liaise closely with Infant SENCO or those from other schools to ensure physical adaptations can be made prior to pupils arriving</p> <p>SENCO and Health and Safety lead (SH) to liaise at start of each academic year to create necessary PEEPS</p> | <p>SENCO</p> <p>SENCO and SE</p> <p>Site Manager</p> | <p>Ongoing</p> <p>PEEPS renewed at start of each academic year</p> | <p>New disabled pupils are able to easily access all areas of the physical school environment</p> <p>All disabled pupils within the school are able to be quickly and safely evacuated if there is a fire. All relevant staff are aware of PEEPS and are able to action them.</p> |

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| | - flat entry to reception | To improve lighting throughout the school | Fluorescent lights to be replaced in corridors and classrooms with LED lights | | Roll out across the school over the next 3 years | The lighting helps to create a better environment for all our learners |
| Improve the delivery of written information to pupils | <ul style="list-style-type: none"> - Whiteboard visual timetables in all classes - Individual visual timetables used - active listening visuals - visual resources provided by STLS | To introduce a symbol package such as Widgit | <p>Purchase Widgit package (In Print 3) to be used with particular pupils.</p> <p>Introduce into classrooms and throughout the school. Build resource bank using Widgit</p> | SENCO | <p>Purchased by September 2017</p> <p>Gradual introduction throughout school environment over next 3 years</p> | Some of our disabled learners will really benefit from having consistent visual support to help them access the curriculum |
| | | Improve signage around the school for our disabled pupils and visitors | <p>Introduce Widgit visual symbols into school signage to aid disabled pupils and EAL children</p> <p>New signage to go up in the reception area welcoming our disabled visitors</p> <p>New visual signs to go up showing the</p> | SENCO and Site Manager | By 2018 | Our disabled pupils, staff and visitors will feel more included in the school environment and will be able to navigate around the school more easily |

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| | | | designated emergency exit routes for our disabled pupils/staff/visitors | | | |
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