



THOMAS JOHNSON LOWER SCHOOL

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Accessibility Plan

Responsibility	All staff and the Governing Body
Date	Sept 2018-19
Approved by Full Governing Body	Sept 2018
Storage: (i) Electronic (ii) Hard Copy	(i) School website (managed by school secretary) (ii) School office and staff room

Purpose:

Governors and staff know that they have a statutory and moral obligation to ensure that arrangements are in place for all children to be able to access our school safely and with ease. We recognize that the safety of the children is the responsibility of everyone who works in school so our policy includes the whole school community: all teaching and non-teaching staff, visitors, volunteers, parents and governors. We recognize that this accessibility plan may change in accordance with the needs of the children who enter and move through our school and we also recognise that we need to be forward thinking in making plans for our children to be able to access the school, classrooms, equipment both indoors and outdoors and also the site and the surrounding environment. At Thomas Johnson Lower School we aim to provide a safe, secure and consistent environment for all our children.

Aims of this policy:

The school aims to ensure that the accessibility of provision for all students, staff and visitors to the school remains a key priority. The following areas will be included in the school's accessibility plan:

- Monitoring the extent to which disabled students can participate in the school curriculum and improving this where the need is identified
- Maintaining the physical environment of the school to ensure that disabled students can take advantage of education and associated services and improving this as required
- Improving the current accessibility for children who are disabled through identifying key areas requiring building work/renovation to meet the needs of all children.

Legislation:

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils. The duties under the new act are the same as those in The SEN and Disability Act 2001.

The Governing Body has three key duties towards disabled students:

- not to treat disabled students less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled students so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled students.

The new act maintains the duty on all public authorities, including schools and local authorities, to promote disability equality.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as: "A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

Key Objective

To reduce and eliminate barriers that may prevent any person with a disability from participating fully in the school community.

Action Plan

In the attached appendices are audits of current provision relating to the three key areas of accessibility as outlined above, including actions required to maintain and improve this.

The action plan will be monitored by governors and updated as appropriate. Evaluation of the progress of the plan will be made by the governing body. The advice and support of the Local Authority will be sought where necessary in implementing the plan and in the development of any capital related work at Thomas Johnson Lower School.

Success Criteria	Action Required	Impact	Who? When?
<p>1. Curriculum Inclusion underpins all policy and practice: all staff strive to remove barriers to learning</p>	<ul style="list-style-type: none"> All staff to continue to differentiate tasks for all children All staff to liaise with SLT and discuss any areas for development including; resources, specialist involvement e.g. outside agencies, SENCO to oversee all teaching and learning throughout the school and monitor children's progress. 	<ul style="list-style-type: none"> All children will continue to make good progress. Staff will be informed about the needs of all children and will be able to meet those needs through Quality First Teaching All staff will have in depth knowledge and understanding about the needs of all children, including those children with additional needs and disabilities. 	<p>All staff ZB – SENCO MH – Head Teacher Governors</p>
<p>2. All staff have high expectations for all pupils</p>	<ul style="list-style-type: none"> Tracking and Target Setting – Using Target Tracker Lesson Observations Book scrutiny 	<ul style="list-style-type: none"> Children's progress will be monitored by all staff. Staff will be able to discuss the impact of their teaching and they will be able to challenge children or support children appropriately. 	<p>All staff ZB – SENCO MH – Head Teacher Governors</p>
<p>3. Teachers and Support Assistants to have training to meet the needs of all children in the school</p>	<ul style="list-style-type: none"> ZB to monitor the needs within school and ensure that all staff have high quality training to meet the needs of all children; including those children with disabilities Invite external agencies into school when required to access specialist knowledge and understanding 	<ul style="list-style-type: none"> Children will be supported by staff who have a sound understanding of the needs each child has. Staff will be confident in using strategies to meet the needs of all children. 	<p>All staff ZB – SENCO MH – Head Teacher Governors</p>
<p>4. Additional requirements for pupils with specific needs are recognised by staff.</p>	<ul style="list-style-type: none"> ZB to monitor and evaluate the needs within school and to ensure that all staff are meeting the needs of the children through teaching opportunities, playtime expectations and any other time the children spend in school e.g. lunchtime. 	<ul style="list-style-type: none"> All children's needs will be met for the duration of the school day, through careful monitoring and evaluation. 	<p>All staff ZB – SENCO MH – Head Teacher Governors</p>
<p>5. Classrooms are optimally organised for disabled children</p>	<ul style="list-style-type: none"> In liaison with class teachers, ZB to ensure that furniture is arranged to improve accessibility and the necessary equipment is purchased to support 	<ul style="list-style-type: none"> Children with additional needs will have their needs met through classroom organisation and careful choosing of 	<p>All staff ZB – SENCO MH – Head Teacher Governors</p>

	<p>disabled children accessing the curriculum</p> <ul style="list-style-type: none"> • Ensure that children are seated appropriately within each classroom to meet their needs 	<p>necessary equipment and facilities to enable access at all times.</p>	
<p>Physical Access - Building work to be carried out summer 2018.</p> <p>1. The layout of Thomas Johnson building to allow access for all children</p>	<ul style="list-style-type: none"> • Ramps are required to allow access to the main playground • Ramps are also required to allow access to the main entrance, and exiting the Hedgehogs classroom to allow access to the outdoor area • Ramps will be required throughout the school to ensure access to all areas 	<ul style="list-style-type: none"> • All children, even those with disabilities would be able to access all areas of the school. 	<p>All staff ZB – SENCO MH – Head Teacher Governors</p>
<p>2. Disabled toilet facilities in place</p>	<ul style="list-style-type: none"> • A disabled toilet is required in the main body of the school. There is one toilet, however this is too far away from the main classes. 	<ul style="list-style-type: none"> • All children will have access to toilet facilities within the vicinity of their classroom. 	<p>All staff ZB – SENCO MH – Head Teacher Governors</p>
<p>3. Appropriate equipment is used</p>	<ul style="list-style-type: none"> • Height adjustable tables are in place to enable access to the curriculum 	<ul style="list-style-type: none"> • All children will have access to the curriculum 	<p>All staff ZB – SENCO MH – Head Teacher Governors</p>
<p>4. Standing frame purchased for disabled child</p>	<ul style="list-style-type: none"> • Standing frame will allow greater access to the curriculum and is also required from Health to meet the needs of the child 	<ul style="list-style-type: none"> • Disabled child will be able to change position throughout the school day 	<p>All staff ZB – SENCO MH – Head Teacher Governors</p>
<p>5. Changing facilities to meet the needs of the child as he grows and moves through the school</p>	<ul style="list-style-type: none"> • Changing facilities will provide the child with the dignity he needs for toileting and changing 	<ul style="list-style-type: none"> • Disabled child will be able to access changing facilities. 	<p>All staff ZB – SENCO MH – Head Teacher Governors</p>
<p>6. Classroom sizes</p>	<ul style="list-style-type: none"> • The classroom size in Hedgehogs is currently too small to meet the needs of the children including a disabled child. Appropriate building work needs to be carried out to ensure that all children have access to a safe learning environment . 	<ul style="list-style-type: none"> • All children will be able to access the learning environment. 	<p>All staff ZB – SENCO MH – Head Teacher Governors</p>
<p>7. Removing the dividing wall in the 'Foxes class' will need to take</p>	<ul style="list-style-type: none"> • The classroom is currently not suitable size or shape. Appropriate building work needs to be carried out to ensure that all children have 	<ul style="list-style-type: none"> • All children will be able to access the learning environment. 	<p>All staff ZB – SENCO MH – Head Teacher Governors</p>

place before the child reaches Year 1	access to a safe learning environment .		
8. Access to the main playground	<ul style="list-style-type: none"> The concrete step needs removing and a ramp with a handrail to replace this. 	<ul style="list-style-type: none"> All children will be able to use the main playground. 	All staff ZB – SENCO MH – Head Teacher Governors
9. Doorways too narrow	<ul style="list-style-type: none"> Doorway leaves to be used throughout the school to enable access to all rooms and corridors. 	<ul style="list-style-type: none"> All children will be able to manoeuvre around school safely. 	All staff ZB – SENCO MH – Head Teacher Governors
10. Playground equipment	<ul style="list-style-type: none"> Playground facilities have been audited and the PTFA are striving to purchase equipment which is suitable for all children, including those with additional needs. 	<ul style="list-style-type: none"> School to access funding and grants to enable all children to access playtime equipment. 	All staff ZB – SENCO MH – Head Teacher Governors

