



Accessibility Plan Statutory Statement

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Review Cycle:	Every 3 Years	Ratified by FGB:	23.11.17
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Introduction:

At Hart Plain Junior School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in 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 of progress of the Accessibility Plan over a prescribed period.

Definition of Disability:

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

The purpose and direction of the school's plan:

Hart Plain Junior School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Hart Plain Junior School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written 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 timeframe.

The Hart Plain Junior School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Full Governing Body.

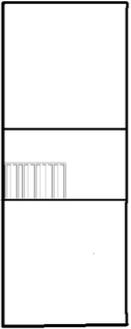
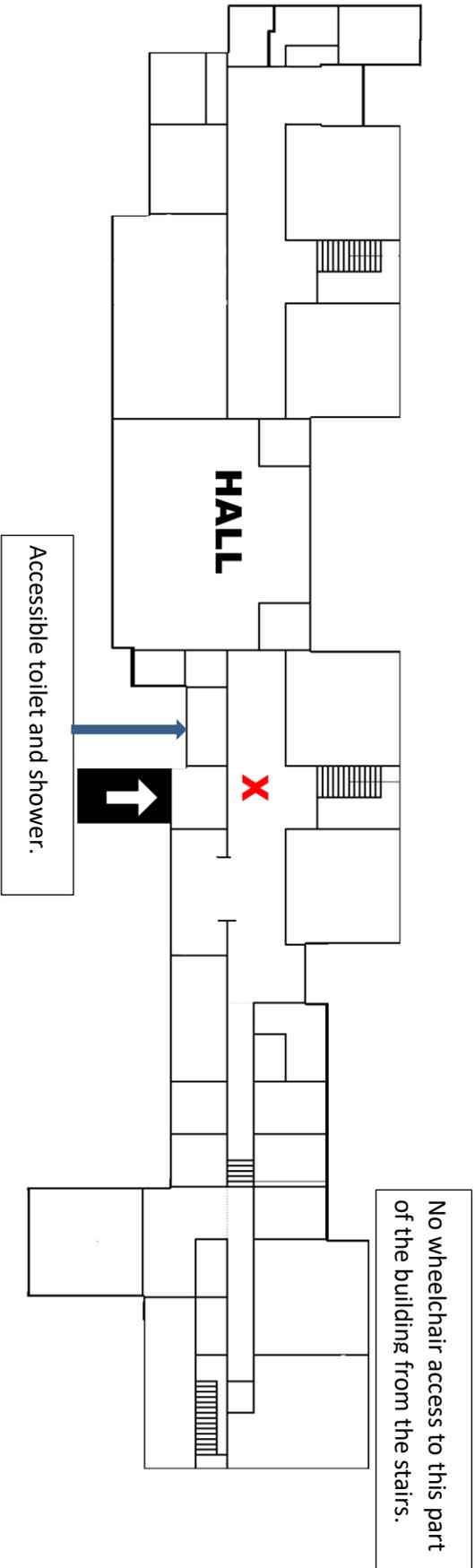
The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

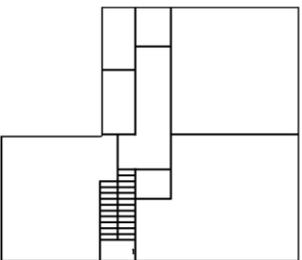
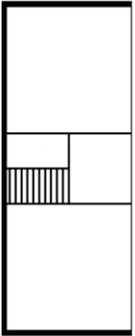
The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **Site Manager**

A plan of the school buildings showing areas of accessibility is shown below



No wheelchair access to first floor



An Access Audit was carried out by the HT and SM in Nov 2017. A number of recommendations were made as follows:

Access Report Ref.	Item	Activity	Timescale	Cost
1.	External Steps.	Mark steps with yellow highlighting paint in the following areas: External steps at the rear of the building. External steps at the front of the building.	Completed.	
2.	Internal Stairs.	All staircases to have hazard tape stuck to top and bottom of each staircase.	Completed. Staircases now have yellow tread on each stair.	
3.	Wheelchair access to Upstairs classrooms.	Currently NO access to Upper School classes.	As and when the requirement is needed.	
4.	Fire Exit Doors.	Hazard tape to be added to door threshold.	Completed.	
5.	Wheelchair Egress.	Extra ramps required to the rear of building from both ends.	Extra ramps in two middle block classrooms.	
6.	Internal access to include: toilets, impact of signs, colour schemes, lighting, heating, fire alarms, storage of wheelchairs.	General movement around the site.	As and when the requirement is needed. Painting has been completed in main body of school. Light grey walls, white woodwork and dark grey door frames.	
7.	Hearing	A portable Induction Loop is available at main reception, for those that require it	Complete	

Action Plan A – Improving Physical Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Corridor.	Keep corridors clear from obstructions.	Immediate.	High.	None.	Ongoing.		
2	Wheelchair access to main school building.	Enable wheelchair users to access playground independently.	Completed.	Low.	County.	Completed		
3	Disabled parking.	Space provided, (Consider putting in another one as part of future renovations).	Ongoing.	Low.	£50-00	Reserved space as well as accessible space.		
4	Disabled Toilet.	In place in main building (Consider putting in one as part of future renovations in SM end of building).	Ongoing.	Low.				
5	Changing and Shower facilities.	In place in main building.	As and when the requirement is needed.	Low.				
6	Wheelchair egress.	Currently only have wheelchair egress from main entrance and first set of hall doors. Access through two middle block classrooms.	As and when the requirement is needed.	Low.				

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Action Plan B – Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Differentiation in Teaching.	SLT to monitor quality of differentiation and provision for SEND pupils.	On-going	High		
2	Interventions.	SENCO to audit current interventions and their success/impact on progress.	On-going	High		
3	Classrooms are organised to promote the participation and independence of all pupils.	SENCO to carry out an audit of resources /QFT to ensure that lessons are planned to meet the needs of all pupils in the class.	On-going	High		
4	Staff training in the production, implementation and review of IBMPs and monitoring systems. Individual learning plans and monitoring systems.	SENCO to monitor and to deliver staff training to teaching staff.	On-going	High		

5	Ensure that school trips and residential visits are accessible for pupils with learning or physical difficulties.	Year/trip leader through planning, advanced visits and EVOLVE form and risk assessments.				
6	Staff training in supporting pupils with SEND.	SENCO to deliver training where necessary. Identify gaps in knowledge and seek external advice if necessary.				
7	Ensure that early morning care provision and after school clubs are accessible for all pupils.	Breakfast club staff, after school club leader and coaching staff. Ensure access is available for all pupils including those with physical or sensory disabilities.				
8	Raise awareness of disability issues whenever appropriate.	School to seek advice, as required, from experts. (Consider the needs of specific pupils for both on and off site activities).				

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Action Plan C – Improving the Delivery of Written Information

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed
1	Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats. (Braille, Makaton).	Ongoing.		Not applicable.	
2	Review documentation on website to check accessibility for parents with English as an Additional Language.	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language. HPJS school website translates and provides the user with a hi-visibility option.	Ongoing.		Not applicable.	
3	Identify how text books are selected.	The school will review how textbooks/information is selected. Seek advice on available access to provide and meet the diverse pupil needs.				

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Monitoring the success of the plan:

Governors will be required to comment in their annual report to parents on the accessibility plan and identify any revisions/updates as required.

Evaluation that may be useful to judge success may include:

- Success in meeting identified targets.
- Changes in physical accessibility of the building.
- Questionnaires, responses from stakeholders e.g. parents, pupils and staff to indicate increased confidence in the schools ability to promote access educational opportunities for pupils with disabilities.
- Recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school.
- Increased levels of achievement for pupils with disabilities.
- Pupil responses verbally, pictorially and written that they feel themselves to be included.
- Ofsted inspections identify higher levels of educational inclusion.