

Victoria Junior School

Accessibility Plan 2019-22



Contents

1. Aims	2
2. Legislation and guidance	3
3. Action Plan	3
4. Monitoring arrangements	9
5. Links with other policies	9

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

This plan shows how Victoria Junior School intends, over time, to increase the accessibility of our school for all pupils, including disabled pupils, staff, parents / carers and visitors.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We aim to continue to plan and deliver interesting, fun, challenging and personalised teaching that inspires all to be confident, inquisitive, collaborative and independent learners who are prepared to stretch themselves and reach their full potential. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. This support includes Hounslow SENDIASS, which advises all concerns about special educational needs and disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan

There are three main aims when planning accessibility:

A. Increasing access for disabled pupils to the school curriculum

This includes teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits

B. Improving access to the physical environment of schools

This includes improvements to the physical environment of the school and physical aids to access education

C. Improving the delivery of written information to disabled pupils

This includes planning to make written information that is normally provided by the school to its pupils available to disabled pupils.

A. Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of Victoria. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within the normal school setting.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when the sanction of club attendance may be used to ensure the safety of others.

<i>Current Good Practice</i>	<i>Objectives</i>	<i>Actions</i>	<i>Person responsible</i>	<i>Date to complete</i>	<i>Success Criteria</i>
Victoria offers a differentiated curriculum for	Training for specific staff, including medical	Audit of CPD needed	Class Teacher	December 2021	List of areas staff feel they

all children and uses specific resources to ensure certain pupils are able to access the curriculum fully.			SENCO		would like training for.
	Teachers incorporating the use of SEND resources in their lessons to support independent learning, including technology and PE equipment	Teachers to ensure that they are aware of the needs of their class	Class teachers SENCO	July 2022	Evidence of specific SEND resources being used in lessons more effectively Individual Access Plans developed and used appropriately for individuals, including medical
		Teachers to be made aware of all resources available			
		Set up a system of individual access plans for disabled pupils when required			
		Alternative equipment in place to ensure access to all hardware, including hall Liaise with VIS / HIS on information with regard to the visual impaired and hearing impaired pupils Develop the use of Clicker 7 in the classrooms	SENCO Computing Coordinator Class teachers	As needed	Hardware and software available to meet the needs of children as appropriate
	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	PE coordinator	December 2021	All to have access to PE and be able to excel	
	All educational visits accessible to all	Develop guidance for staff on making trips accessible, using guidance from Outdoor Educational Activities Panel	Head Teacher Inclusion Manager	April 2021	All pupils are able to access all educational visits and take part in a range of activities
Ensure each new venue is risk assessed for appropriateness					

Daily ideas and resources are emailed out for staff to 'dip into' in order to meet the needs of individuals in their class	All staff use Morning Work time to increase ability to access the curriculum, eg. Memory games, Multi-sensory stories, etc.	Audit the success of the resources using feedback from staff	SENCO	Termly	Teachers and teaching assistants are using the provided resources to enhance accessing the curriculum
Currently trialling a more systematic approach to provision, where mixed age groups are run by teaching assistants	All children monitored through arrange of assessments, including observation, and put onto whole school provision map	Children's needs to be updated half-termly, based on feedback from pupil progress meetings	Class teachers SENCO	October 2021	Children are accessing appropriate interventions across the school
There is an increased use of external professionals to provide more specialist support for individuals:	Developing a plan that puts well-being at the heart of the school curriculum	Seek guidance throughout to develop and lead INSET and provide support for mental health for children, parents and staff	SENCO Senior Leadership Team	December 2021	There is an increase in well-being opportunities for all to access across the school
Play Therapy Speech and Language Therapy Sport and Talk Key Workers	Making links with the Institute of Arts Therapy and Education (academic partner of University of East London)	Develop a role for student practitioners within Victoria	SENCO	October 2021	Children are accessing appropriate provision, based on their needs

B. Improving access to the physical environment of schools

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools development planning process is the vehicle for considering such needs on an annual basis.

<i>Current Good Practice</i>	<i>Objectives</i>	<i>Actions to be taken</i>	<i>Person responsible</i>	<i>Date to complete actions by</i>	<i>Success Criteria</i>
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<p>Over time, Victoria has adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Three main ramps to access the building and library • Corridors a wide enough to reflect the needs of the children • One disabled parking bay • Disabled toilets and changing facilities located in Year 6 • Library shelves at accessible heights 	Further adaptation of the school site to address current needs	To explore how Victoria's play areas can meet the needs of children's social, emotional and mental health needs	Site manager Governors SENCO Head teacher Class teachers Teaching Assistants	December 2021	Re-designed buildings are usable by all Disabled parents / carers / visitors feel welcome The Library will have a range of resources, including adult provision, that supports children during lunch time	
		When doors are replaced, make sure that they are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door.	Site manager Head teacher	As needed	When doors are replaced they will be accessible for all.	
		Ensure all disabled pupils can be safely evacuated, including when there is a fire	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities All Learning Zones and corridors to free from obstructions	Head Teacher All staff	Annually Daily	All disabled pupils and staff working alongside are safe in the event of a fire All disabled staff and visitors have safe passage to Fire Meeting Point
		Building and playground markings ensure access for all	To review whether all yellow markings for steps and ramps are clearly marked	Site manager Inclusion Leader Head teacher	December 2021	Yellow lines visible All feel safe around the building
			To repaint playground markings that reflects the current needs of Victoria.	Site manager SENCO Wellbeing Manager	July 2022	Playground markings enhance children's play times by giving opportunities that support

					their individual needs
Smooth transitions are sought for new children entering the school by meeting current staff and completing a risk assessment	Transition is a priority for all those that enter the school.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class rooms.	Class teachers	Future Year 3 children: July 2020, ready for September As needed for new arrivals	Access Plans in place with staff aware of needs Lessons start on time without the need to make adjustment to accommodate the needs of individual pupils.
		To create access plans for individual disabled pupils	Teaching Assistants SENCO		
		Staff to use pupil progress meetings and other review points to reflect on whether needs are being met	Head teacher		
Awareness of staff, governors and parents access needs, and meet as appropriate	Making awareness part of the induction process	Reviews are had as needed through appropriate meeting opportunities, eg. performance management for staff Ensure staff aware of Environment Access Standard	Head teacher Inclusion Manager	Annually	All feel confident their needs are met Parents have full access to all school activities
	Keep updated with current needs of the stakeholders of Victoria	Prepare questionnaires for more general approaches	Governors Staff Parents	Annually	
	Consider access needs during recruitment process	Recruitment process		As needed	Access issues do not influence recruitment and retention issues

C. Improving the delivery of written information to disabled pupils.

Written information in Victoria takes account of children's and parents disabilities. This can mean that a document can be in a preferred format, as well as be made available within a reasonable timeframe. Other examples might include handouts, textbooks and information about school events.

In planning to make written information available to disabled pupils, we need to establish the current level of need and be able to respond to changes in the range of need. The school will then need to identify agencies and sources of such materials to be able to make the provision when required.

<i>Current Good Practice</i>	<i>Objectives</i>	<i>Actions to be taken</i>	<i>Person responsible</i>	<i>Date to complete actions by</i>	<i>Success Criteria</i>
<p>Our school uses a range of communication methods to ensure information is accessible, including:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Use of Wigits as pictorial representation 	<p>Review information to parents/carers to ensure it is accessible.</p>	<p>School office will support and help parents to access information and complete school forms</p> <p>Ensure website and all document accessible via the school website can be accessed by the visually impaired.</p>	<p>Office</p> <p>Parent Support</p> <p>Website design team</p>	<p>As needed</p>	<p>All parents receive information in a form that they can access</p> <p>All parents understand the headlines of the school information</p> <p>Signs to be used around school to identify the use of all rooms in Victoria</p>
<p>Pamphlets and leaflets are available in the reception to direct parents and visitors to local support networks e.g' child trust</p>	<p>Provide information in a variety of ways, depending on the need</p>	<p>Look at the Hounslow Local Offer to collect information about what is available in the borough.</p>	<p>Office</p>	<p>As needed</p>	<p>Child / Parent feels welcomed and included into the school</p>
<p>Information and letters to parents and carers are provided are in clear print and in 'simple' English, using Ariel font, size 12.</p>	<p>Extend this approach to ensure that those children who display signs of visual stress and difficulties, have appropriate type and sizing of font.</p>	<p>Staff to use Size 16 font, as evidence based in Visual Stress Assessment analysis.</p> <p>Review Widgit symbols with staff.</p> <p>Use INSET to focus on the visual cues in the classroom environment</p>	<p>Class teachers</p> <p>Teaching Assistants</p> <p>SENCO</p>	<p>October 2021</p>	<p>Widgit symbols are used to label trays, and visual timetables and calendars are used</p>
	<p>Improve the delivery of information in an appropriate format</p>	<p>Use social media to keep parents informed.</p> <p>Ensure website is fully compliant with requirement for access by person with visual impairment.</p> <p>Ensure prospectus is available via the school website</p>	<p>Office</p>	<p>As required</p>	<p>All printed information is relevant to a child and parent's needs</p>

Education, Health, Care Plans are presented in a variety of formats, including a child presentation and a Pupil Profile	Allow a person-centred process to dictate what provision and support should be provided, with success measures	Class teachers, teaching assistants and SENCO to develop a structure of collecting evidence and review, with the child.	SENCO	On-going	Staff more aware of child's preferred method of communication
A range of languages are visible in the school	Prioritise languages in particular year groups	Class teachers to be aware of the range of languages in the class, and display and share information accordingly	EAL team Class teachers Inclusion Leader	On-going	Parents are able to access their children's education
		Make staff aware of how to access translators and sign language interpreters	Inclusion Leader	December 2021	Increased access of Borough Support
An Induction Meeting is held to find out the needs of the child and the parent	Provide information in a variety of ways, depending on the need	Find out what the needs are of the parent and / or child in order to have information ready to access, eg. in other languages, difficulties with hearing, simple language, symbols, large print	Inclusion Leader	As needed	Child / Parent feels welcomed and included into the school

4. Monitoring arrangements

This document will be reviewed every three years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Head teacher's Report

