Pixmore Junior School
Accessibility Action Plan

September 2017 – September 2020

Introduction:

At Pixmore Junior School, we recognise every member of our school community as an individual. We want children to enjoy school, to be challenged to achieve their very best, and to leave our school as happy and fulfilled individuals who are ready for the next stage in their learning journey. We are committed to giving all of our children every opportunity to achieve their potential, taking account of their varied life experiences and individual needs. We offer a broad, balanced and creative curriculum, linking the children's learning to their interests and experiences as much as possible in order to maximise their engagement and enjoyment, inspiring a lifelong love of learning.

We recognise that some members of our school community may have a difficulty or disability that makes it more difficult to access, and enjoy their learning unless their need is recognised and appropriate action to remove any barriers to learning, engagement or participation. This plan sets out how we work with the school community and external services to ensure equity of access to all aspects of the school environment. **Appendix A** (p4) sets out our action plan to further develop the quality of service that we offer to disabled users, taking account of changing needs over time. As such, the action plan will be updated and shared with the Governing Body as new needs are identified, and to ensure that no user is disadvantaged as a result of their disability.

Context:

Pixmore Junior School is a community, two-form entry junior school set within the town of Letchworth. The building was built during the early 1980s on the site of a former garden nursery; some of the trees and shrubs in our extensive grounds are uncommon species remaining since the nursery closed. The building is all on one level, comprising eight classrooms, divided into two classes per year group, plus a shared area and toilets with cloakroom area. There is a dedicated art and DT room, three intervention rooms, staff room, and dedicated areas for the office staff, head teacher, deputy head teacher, SENCo and Family Support Worker. In addition, there is a large hall, separate dining area and library area. All areas are wheelchair accessible, although the classrooms are small relative to the number of children sharing the space.

Outside, there are steps to the playground areas, although there is a ramp to provide access for wheelchair users or those with limited mobility. Steps and the perimeter of the playground are marked with yellow paint to clearly identify areas that may present a hazard to all users. Handrails up to the playground have two bars, making them accessible to older and younger users. Fences separate the main school play areas from the brook which runs across the front of the school grounds. There is a fence around the school pond, which provides a barrier to support safe and supervised access to this area.

Purpose of this Plan

This Accessibility Plan shows how our school aims to increase the accessibility of all aspects of our school for disabled pupils, staff, parents/carers and visitors.

Definition of Disability:

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

The Equality Act (2010) requires schools to have an accessibility plan aimed at:

1. Increasing the extent to which disabled pupils can participate in the curriculum
2. Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improving the availability of accessible information to disabled pupils

Our Aim:

- To increase access for disabled pupils to the entire school curriculum, including teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, leisure and cultural activities or school visits

- Improving access to the physical environment of schools, which includes improvements to the physical environment of the school and physical aids to enable access to education

- Improving the delivery of written information to disabled pupils, including planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of the pupils' disabilities and pupils' and parents' preferred formats and be made within a reasonable timeframe

Increasing Access for Disabled Pupils

Improving teaching and learning lies at the heart of our school's work. 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 mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school.

The Involvement of all Disabled Users of our School

In preparing this Accessibility Plan, disabled people, including pupils, parents and governors were involved as described in the Disability Equality Scheme. This plan has been informed by analysis of pupil & staff data and additional information gathered.

Developing our Accessibility Plan

Pixmore School's policies for Special Educational Needs and Disability and Behaviour for Learning ensure that staff identify, assess and provide suitable provision for pupils with disabilities and special educational needs. Working with the LA and a wide range of external services, the SENCo manages the Statutory Assessment Process, ensuring additional resources are available where necessary for children with needs greater than those set out if our Local Offer, which is detailed on the school website.

The school works closely with external specialist services, including the Educational Psychology Service, Physical and Neurological Impairment Team, Occupational and Physiotherapy Services, Speech and Language Services, North Herts Primary Support Service, PALMS, Step 2, CAHMS, coaching services, Child Development Centre, Specialist Communication Advisory Team, SEND Specialist and Advice and Support Service and ESTMA.

We will also seek advice from any other external services who may support us in our role to provide an inclusive environment for all users. Most recently, we have required the services of the Multiple Sclerosis (MS) Trust to enable us to support the needs of one of our young people, and the Diabetes nursing team in order to develop staff expertise in managing the needs of two children in our school with Type 1 Diabetes.

We have developed extensive in-house specialism, including our own Behaviour Support Team, who are trained in managing behaviour for learning and support all staff in providing an enabling environment for young people with social, emotional and mental health difficulties. We view behaviour as a form of communication and our aim is to identify the reason for negative behaviour and seek to reduce any barriers to participation. Other Teaching Assistants are trained in the delivery of support for children with specific learning difficulties and speech and language needs.

We believe that no user of our school should be disadvantaged as a result of their ability or disability, and aim to remove all barriers to participation wherever possible.

Appendix A

Pixmore Junior School Accessibility Plan 2017-2019

1. Curriculum and Learning

Target	Strategies	Time-scale	Responsibility	Resources	Success Criteria
Increase confidence of all staff in differentiating the curriculum	• Be aware of staff training needs on curriculum access – annual audit of skills and for new staff on arrival • Assign CPD time for dyslexia for teachers and support staff on differentiation and recording methods – resources purchased as required	At least annually	SENCO	• Audit of skills questionnaire • Time for training - supply	Raised staff confidence in strategies for differentiation resulting in increased pupil participation and enjoyment – annual pupil enjoyment and engagement questionnaire analysis
SLT are aware of the skills base of support staff and ensure they have specific training on disability issues relating to school users	Be aware of staff training needs – 2018/19 focus: • diabetes training for Y5 staff and Y3 staff and office staff for two pupils with type 1 Diabetes • Epilepsy training for staff working with child joining Year 3 in September • Staff access appropriate CPD • Ensure information sharing between staff for child with visual impairment in Y5 • Wheelchair audit August 2017 with Kath West, Governor and wheelchair user identified actions to facilitate access for users in wheelchairs • Annual audit of needs for parents/carers	As required 9/17, 5/18, 6/18, 3/19, 5/19 2/7/18 7/18 9/18 Annually Autumn term	SENCO SENCo Epilepsy nurse SENCo SENCo	• Contact with Diabetes specialist nurses to provide training and follow-up • Epilepsy training 2/7/18 Y3 and Y5 staff and First Aiders • See wheelchair audit – additional resources identified	Raised confidence of support staff Staff aware of, and able to manage the needs of children with particular needs confidently and safely Wheelchair users report ease of access in all areas of the school environment

Ensure all staff are aware of disabled children's curriculum access	• Individual care plans for disabled pupils to raise awareness of needs – Asthma update 6/18 regards recording use of inhalers and requirement for signed plans • Information sharing with all agencies involved with child • Staff training on ASD/High functioning ASD(Aspergers Syndrome)/ODD/ADHD/ PDD/ differentiation strategies	As required	SENCO/school nursing team DSPL Levels 1,2 and 3 training to provide hands-on, as well as strategic planning for ASD training	• Additional resources identified on a needs basis	All staff aware of individuals needs and able to support users to ensure their access to the curriculum Parents have provided information about their child's condition to ensure the appropiate support is given Children with Autism and ADHD will make good progress in their learning
Use ICT and other specialized resources and software to support learning	• Make sure ICT resources, software installed where needed and other specialized resources for individual children • SENCo to liaise with HI/VI team to assess school environment and suggest possible strategies to support access to the environment by disabled users – look at cost of a hearing loop and screen linked to projector in hall	As required – early identification Summer 2018	SENCo/ICT co-ordinator SENCo	• C-Pen reader ordered to trial 6/18 • Clicker 7 site license to ensure access for all who need it • Writing slopes, coloured overlays, pens/pencils to suit individual children, monitor for child with VI, enlarged texts on coloured paper for child with MS • Handover to new teacher includes visit from VI specialist teacher to ensure classroom environment is suitable	Wider use of SEN resources in classrooms to enable access for those with specific difficulties
All educational visits to be accessible to all	• Develop guidance for staff on making trips accessible and ensuring they are aware of the needs of their group, including adults • Ensure each new venue is vetted for accessibility for all users	As required	All staff organising events to take account of the needs of their group	• Risk assessments – staff to make enquiries regarding individual needs and ensure that arrangements are in place to accommodate	All pupils in school able to access all educational visits and take part in a range of activities

Target	Strategies	Time-scale	Responsibility	Resources	Success criteria
					individual needs wherever possible
Review PE curriculum to ensure PE accessible to all	• Gather information on accessibility of PE and sports – identify sports events that enable pupils to participate and be successful • Seek disabled sport's people to come into school	As required	PE co-ordinator liaises with SENCo	• Boccia at the Priory School – organised by PE co-ordinator, wheelchair basketball, speed stacking • Archery competition organised by P.E. coach 04/19 • Speed stacking organised by P.E. coach annually	All to have access to PE and be able to excel All children will have represented the school in a sporting event at least once during their time at Pixmore School

2. Improving Access to the Physical Environment

Target	Strategies	Time-scale	Responsibility	Resources	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parents, carers and visitors	• To create access plans for individual disabled pupils as part required • Be aware of staff, governors and parents access needs and meet as appropriate to discuss needs • Consider access needs during recruitment process	• As required to meet individual needs – response to be timely • Annually • Recruitment process	SENCO Office staff – shared with SENCo Head teacher	• Access plan template • Pro-forma for informing about disability • Discussion as part of interview process	• Access plans in place for disabled pupils and all staff aware of pupils needs • All parents, carers, staff, governors feel confident their needs are met • Adult users of the school site have full access to all school activities - access issues do not influence recruitment and retention decisions

Ensure independent access to all areas of the school for all users	• Improve access to reception area - develop system to allow entry for wheel chair users	Academic year 2018/19	Site Manager	• Wheelchair audit 09/17 revealed difficulties ringing bell and opening door for access to main entrance – to be investigated Summer 2018	• Disabled parents/carers/ visitors are able to access the building independently and feel welcome and safe
	• Signage to be representative of the languages used by school users	2018/19	SENCo	• Improve signage 2018/19 to reflect first languages of school users. Include Braille option	
	• Wheelchair audit to determine needs	09/17	SENCo	• 'Stoppies' at all classroom doors	
	• Markings on steps and playground to improve safe access for users who have a visual impairment	09/16	Site manager	• Yellow lines either side of First Aid room doors to facilitate access for wheelchair users	
	• Grounds maintenance ensures all areas are free from vegetation and other debris that may block pathways	On-going programme of grounds maintenance by contractors	HT/office staff/site manager	• Classrooms as clutter free as possible • Leather straps on doors to facilitate independent access	
	• Path from pedestrian access gate to be re-laid to make safe	Summer 2018		• Portable ramps to enable access through doors with low step-up	
Ensure all disabled people can be evacuated safely	• Plans in place to raise awareness of the needs of disabled users in regards to their safe evacuation in an emergency	At least annually and for all new users of school	All staff – key workers for students, office staff for staff and parents	• School Lock-down Policy • Class background sheets • Medical Needs Register • Staff check-in board • Sign-in sheets for visitors • Health and Safety checks	• All disabled pupils and staff working alongside are safe in the event of an emergency
	• Fire exits and routes to safe area are suitable for all users – exits checked weekly by site manager – all staff to ensure these areas remain clear and uncluttered	weekly	Site manager		

3. Improving the Delivery of Written Information for Disabled users of the School

Targets	Strategies	Time-scale	Responsibility	Resources	Success Criteria
Review information to parents/carers to ensure it is accessible.	• Provide information and letters in clear print in "simple" English	On-going	• All staff working with school users/SENCo in liaison with parents/carers and children	• Letters checked for clarity	All parents receive information in a form that they can access
	• School office will support and help parents to access information and complete school forms	On-going	• Office staff	• Office staff time	Parents feel confident asking for support when needed
	• Ensure website and all document accessible via the school website can be accessed by the visually impaired and are available in a range of formats	On-going Summer 2019	• Office/ Website support	• Dependent on need	
			• SLT	• Parent view questionnaire analysis	Parent view form annually to include questions about ease of access to informaton
	• Obtain parent/care view on accessibility of information and seek suggestions for improvements	Summer 2019	• SENCo	• Parent Forum item	Minutes of meeting shared with SLT and actions taken as necessary
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils and adults with a visual impairment	As required to suit needs of school users	Office/SENCo	• SENCo liaises with VI team for children with specific needs to ensure that appropriate resources are made available • Needs of adults addressed as necessary •	There is equity of access to information for all users of the school

Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Training programme as part of CPD in school based on general good practice, as well as advice for specific individuals in liaison with specialist services	Staff produce their own information in accessible formats to ensure that no child/parents/carer/staff member is disadvantaged