

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
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

	<p>Technology:</p> <ul style="list-style-type: none"> -Regular communication with Kent Communicative and Assistive Technology Service -Clicker 7 purchased and being introduced - ipads/laptops being used by identified pupils within literacy 	<p>To investigate use of technology for disabled pupils</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>Investigate apps</p> <p>Liaison with CAT team</p> <p>Clicker 7 training</p>	<p>SENCO and IT technician</p> <p>SENCO</p> <p>SENCO and TA</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Next available training</p>	<p>Technology is being used effectively to aid our disabled pupils and increase their access to the curriculum</p>
	<p>Specific disabilities/needs:</p> <ul style="list-style-type: none"> - 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>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</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</p>	<p>SENCO</p> <p>SENCO KA to ensure risk assessments for</p>	<p>By end of 2017. 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</p>

		<p>needs as fully as possible in the wider curriculum including trips and 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>activities to ensure disabled pupils can be included wherever possible</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>all trips and external events</p> <p>SENCO</p>	<p>Contented Child training to be accessed in Autumn term 2017. Ongoing</p>	<p>possible. The necessary arrangements/adjustments are put into place to ensure this happens</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 	<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 (SE) to liaise at start of each academic year to</p>	<p>SENCO</p> <p>SENCO and SE</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</p>

	place in year 3 toilets - ramp access to ASC/playgrounds - flat entry to reception	To improve lighting throughout the school	create necessary PEEPS Fluorescent lights to be replaced in corridors and classrooms with LED lights	Site Manager	Roll out across the school over the next 3 years	of PEEPS and are able to action them. The lighting helps to create a better environment for all our learners
Improve the delivery of written information to pupils	- 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	Purchase Widgit package (In Print 3) to be used with particular pupils. Introduce into classrooms and throughout the school. Build resource bank using Widgit	SENCO	Purchased by September 2017 Gradual introduction throughout school environment over next 3 years	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	Introduce Widgit visual symbols into school signage to aid disabled pupils and EAL children New signage to go up in the reception area welcoming our disabled visitors	SENCO and Site Manager	By December 2017	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

			New visual signs to go up showing the designated emergency exit routes for our disabled pupils/staff/visitors			
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