

Geoffrey Field Junior School Accessibility Plan 2017 - 2020

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

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

This plan sets out the proposals of the Governing Body of the Geoffrey Field Junior School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. At the end of this document is our action plan and detail showing how the school will address the priorities identified in the plan.

Geoffrey Field Junior School is a local authority community school for pupils aged 7-11, built in 1950. The school comprises of a double story building with four open plan teaching areas (two upstairs and two downstairs), a reception area and an admin corridor with several rooms. There is also another block which leads from the school which holds the toilets, our ICT suite and a community room used by families and the school. The school joins to Geoffrey Field Infant School via a shared canteen area. Geoffrey Field Junior School is committed to offering an inclusive curriculum to ensure the best possible outcomes for all of our pupils whatever their needs or abilities. Not all pupils with disabilities have special educational needs and not all pupils with SEN meet the definition for disability. This Accessibility Plan covers all of these pupils. Our policy for Equality, Diversity and Community Cohesion explains and responds to our statutory duty to promote equality in all areas identified as protected characteristics in the Equality Act (2010).

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	Targets	Strategies	Outcome wanted	Timeframe	Achieved
Physical Access	Audit the accessibility of the school grounds, suggest actions and implement as budget allows	Use of access audit checklist for the areas listed below	See audit	October 2017	10.10.17
A Approach and Car Parking	Make the surface under the shelter even for wheelchair and disabled access	Resurface the uneven areas under the shelter in the playground	Work complete	October 2019 (see Asset Management Plan)	
	Create a disabled parking space	Re-designate a disabled parking space in the car park.	Work complete	October 2019	
B Routes and External level change including ramps and steps	Make stair edges more visible	Recolour stair nosings	Work complete	October 2018	
C Entrances, including reception	Reduce noise reverberation in the hall to support hearing impaired	Soft curtains Further advice needed from an audio specialist	Work complete	October 2020	
	Improve visibility sight impaired	Improve lighting around the school in line with the new parts of the building.	Work complete	October 2020	
D Horizontal Movement and Assembly					
E Vertical Movement and internal level of change					

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F Doors					
G Lavatories	Allow people to find the disabled toilet	Provide signage around the school.	Work complete	October 2018	
	Ensure that the alarm triggers a response	Ensure that the alarm rings and that there is a designated responder.	Work complete	October 2018	
H Fixtures and Fittings					
Information	Ensure that fire safety information is available to all Improve site maps for fire by adding 'you are here' symbols.	Use symbols and large print	Work complete	October 2018	
	Ensure that website information is available to the visually impaired.	Add software which allows the website to 'talk'	Work complete	October 2018	
Means of escape	Ensure that alarms alert those who are hearing impaired	Provide a visual as well as an auditory	Work complete	October 2018	

	Targets	Strategies	Outcome	Timeframe	Achieved
Accessibility for SEND pupils	Increase the attendance of SEND pupils	Main part of the SIP Setting attendance targets for individual pupils and sharing with parents.	Target pupils achieve 95% attendance	Difference over the term (October 2018), year and then ongoing	

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		Individual personal registers for the target group with rewards			
	Increase the independence of pupils on the SEND register	Consolidate the MITA training where TAs provide the minimum support for the child to make progress. Also attunement strategy – where children are encouraged to reflect on and verbalise their approach to the task and solve problems before they arise.	Increased progress for SEND pupils	Difference over the term year (October 2018) and then ongoing	
Accessibility for all parents	Increase the involvement of parents in school	Encourage greater involvement in parent consultations – both attending and taking a full part. Provide alternative to face to face meetings at parent consultations. (e. g. follow up telephone class). Hold sessions which parents can join in with the learning (e.g. Christmas crafts). Hold a greater number of events where parents can be involved.	Increase the % of parents who get involved in parent consultations so that the progress of pupils is increased.	Difference over the term, year (October 2018), and then ongoing	

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