



Winterbourne Junior Girls' School

Accessibility Strategy and Plan

Purpose

The purpose of this strategy/plan is to show how Winterbourne Junior Girls' School intends, over time, to increase the accessibility of our school for disabled pupils. Winterbourne Junior Girls' 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.

Legal Context

On the 1st October 2010, the Equality Act replaced all existing equality legislation (Race Relations Act, Discrimination Act and Sex Discrimination Act) and provides a single, consolidated source of discrimination law. Within this framework, schools have a duty to carry out accessibility planning for disabled pupils. Schools must implement plans which are aimed at:

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

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

- Equality Objectives
- Health & Safety Policy
- Special Educational Needs and Disabilities Policy
- Positive Behaviour Policy
- School Development plan
- School Brochure/ prospectus and Vision Statement
- Supporting Pupils with Medical Conditions

Training

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.

Availability

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available on request from the front office

Review and Evaluation

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is an action plan showing how Winterbourne Junior Girls' School will address the priorities identified in the plan. The plan is valid for three years 2017-20. It is reviewed annually.

Aims

Winterbourne Junior Girls' School aims to include all pupils, including those with disabilities, in the full life of the school.

Our strategies to do this will include:



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- Ensuring we are carrying out our statutory duties for access planning
- Ensuring equality of opportunity for all learners with a disability
- Having high expectations of all pupils
- Finding ways where reasonably possible in which all pupils can take part in the full curriculum
- Planning out-of-school activities including all residential school visits and excursions so that pupils with disabilities can participate where reasonably possible
- Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities
- Ensuring the physical environment of the school caters for the needs of pupils with disabilities where reasonably possible
- Including disability awareness as part of our PHSE programme
- Showing how Winterbourne Junior Girls intends, over time, to increase the accessibility of our school for disabled pupils and the disabled community at large

Physical Environment

Since our last Access Plan, there has been significant investment in measures to improve physical access to school through adaptations to school buildings.

Winterbourne Junior Girls' School has been well adapted to meet the needs of disabled pupils, staff or members of our community:

- The school is a two storey building with lift access to the first floor.
- Ramps have been installed on both sides of the building to enable access.
- All rooms have disabled access.
- There is one adult disabled toilet in the school
- Hygiene changing/wet room
- Internal steps/stairs have contrast colour edgings
- There is a continuous handrail on each internal stair flight and landing.

Special Educational Needs and Disability (SEND)

The Special Educational Needs and Disability Policy takes into account The Children and Families Act 2014, the Special Educational Needs and Disability Code of Practice 2015, The Equality Act 2010 and the aims of our school.

The Equality Act 2010 defines a disability as '...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities.' This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. The Equality Act 2010 requires that schools: must not directly or indirectly discriminate against, harass or victimise disabled children and young people must make reasonable adjustments to ensure that disabled children and young people are not at a substantial disadvantage compared to their peers.

Advice will always be sought from Croydon Local Authority as how best to support the needs of any specific child. All reasonable adjustments will be made to meet these needs. Educational Health Care Plans will be signed by the SENDCO and parent. All Care Plans will be regularly reviewed. Monitoring at Winterbourne Junior Girls' School recognises that it is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. We will monitor: Attainment, Progress, Attendance and Punctuality. We work in partnership with parents in various ways including: consultation meetings, assemblies and special events. Additional meetings are arranged if needed.



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The table below is based on our current assessment of accessibility for pupils with SEND. It sets out priorities across the school in a number of areas and the relevant timescales for action to increase accessibility for pupils with SEND. Progress on these measures will be updated annually and reported to the governing body.

Accessibility Plan 2017-2020

Targets	Strategies	Outcome	Timeframe	Achieved - date
Equality and Inclusion				
To ensure that the accessibility Plan becomes an annual agenda item at FGB Meetings.	Clerk to Governors to add to list for FGB meetings.	Adherence to legislation.	Annually	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole-school community aware of issues.	On-going	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going	
Physical Environment				
To ensure that all areas of the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of buildings and grounds by SLT and Premises Governors.	Suggest actions and implement as budget allows. Modifications will be made to the school building to improve access.	Ongoing	
Curriculum				
To continue to train support staff to enable them to meet the needs of children with a range of SEND.	SENDCo to review the needs of children and provide training for TAs as needed.	TAs are able to enable all children to access the curriculum.	Ongoing	
To provide specialist equipment to promote	Assess the needs of the children in	Children will develop	Reviewed	



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participation in learning by all pupils.	each class and provide equipment as needed e.g. headphones, writing slopes etc.	independent learning skills.	termly by the SENDCo	
To meet the needs of individuals during statutory end of KS2 tests	Children will be assessed, in accordance with regular classroom practice, and additional time, use of scribes etc... will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually	
Increase participation in extra-curricular school activities.	Audit participation in extra-curricular activities and identify any barriers. Investigate TA flexibility to cover extracurricular activities. Contingency budget for TA cover for extra- curricular activities if needed.	Increased participation in extra-curricular activities where required.	Ongoing	
Written/Other Information				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information is provided in alternative formats as necessary.	As needed	
To ensure that parents who are unable to attend school, because of a disability, will have access to parent's evenings.	Staff to hold parents evenings by phone/Skype or send home written Information.	Parents are informed of children's progress.	Termly	