

Kempshott Junior School Accessibility Plan

This plan was drawn up by: Head Teacher/SBM/LSA

Policy Ratified by Governing Body	17 July 2019	Annual Review 1-3 Yearly
Date of Review	10 June 2019	Updated 22/06/20
Date of Next Review	June 2022	

Safeguarding Statement

At Kempshott Junior School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Kempshott Junior School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Accessibility Plan

This plan is drawn up in accordance with the planning duty of the Disability Discrimination Act 1995, as amended by the SEN & Disability Act 2001 (SENDA). It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for Disabled Pupils”, issued by the DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

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

Key objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

Every school must have a school accessibility plan (statutory document) which shows how they intend to improve accessibility for special educational need pupils and by when these improvements will be made.

Compliance with the DDA is consistent with the schools aims and equal opportunities policy, and the operation of the schools SEN policy;

The school recognises its duty under the DDA (as amended by the SENDA):

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan.

In performing their duties, Governors and staff will have regard to the DRC Code of practice 2002);

The school recognises and values parent's knowledge of their child's disability and its effect of his / hers ability to carry out normal activities, and respects the parents and Childs right to confidentiality;

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of the individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

ACTIVITY

Education and Related Activities

This school will continue to seek and follow the advice of the LA services, such as specialist teacher advisors and SEN inspectors / advisors, and of appropriate health professionals from the local NHS Trusts.

Physical Environment

This school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

Provision of Information

This school will make itself aware of local services, including those provided through the local authority LA, for providing information in alternative formats when required or requested.

Linked policies

This plan will contribute to the review and revision of related school policies, e.g.

- School Improvement Plan
- Staff Development Plan
- School Strategic Plan
- SEN Policy
- Equal Opportunities Policy
- Curriculum Policy

Action Plan 13/14

		Strategies	Task & personnel	How	Time frame	Success Criteria
Short term	1	Ensure compliance with DDA and Code of Practice	Staff & Gobs informed of requirements and obligations of DDA, and of the Accessibility Plan	Staff meeting, Gobs meeting.	Spring Term/SSP Day Summer 2014.	School complies with requirements of DDA and Code of Practice.
	2	Increase the opportunities to which disabled pupils can participate in the school curriculum.	Greater participation in the wider curriculum such as Breakfast/After school clubs, Clubs, leisure, sporting & cultural activities / school visits.	Awareness for all Governors & Staff Governor meetings, SSP Day Staff Meetings, Weekly staff briefs, Disabled pupils registered & accessing clubs, Breakfast/Afterschool Clubs.	Spring Term 2014.	Integration of disabled pupil to Mainstream from Saxon Wood School. All pupils will have full access to the wider range of activities in the school.
Medium term	3	Improve provision for children with Autistic Spectrum Disorders.	Develop Staff's knowledge and skills in managing children with identified disorders.	Staff training for Teachers and LSAs INSET Days – all Staff awareness. Resources Meetings for Governors to discuss Accessibility, Disabled Parking, Lack of Parking spaces.	Summer Term 15.	Staff have increased understanding, confidence and skills in working with children with Autistic Spectrum Disorders.
	4	Improve provision for children with ADHD and related disorders.	Develop Staff's knowledge and skills in managing children with identified disorders.	Staff training for teachers and LSAs.	Summer Term 2014.	Staff have increased understanding, confidence and skills in working with children with ADHD and related disorders.
Long term	5	To provide Staff development training on pupils with disabilities when necessary.	INSET sessions from appropriate teacher advisors Manual Handling/Moving of Disabled pupils	Appropriate Training for Key members of staff P.O. and L.N	When required ongoing - review 2015	Staff have increased understanding, confidence and skills in working with children

			Physio sessions for pupil – O.H. Cough Assist Training Catheter Training	P.O and L.N C.R and M.H C.R. and M.H		with a range of disabilities.

Action Plan 14/15

Long term	6	Improve accessibility of Reception area of the school to all visitors, parents, pupils and staff.	Refurbish reception area and front desk by adjusting height.	Planned use of Devolved Capital allocation, as part of planned refurbishment.	Spring 14	Front Entrance accessible to all.
Long term	7	Front Entrance to School to be modified for wheelchair access. Ramps to be installed – Front of Ash area for emergency evacuation.	Tarmac/blockpaving to replace uneven surface of old concrete slabs and fixed- Planters to be removed. To enable evacuation of building in wheelchair, with ease.	Installed Summer 14 – ramp with rail installed but doorway still to be altered.	Summer 14	Further developments with installation of Hygiene Room and further alteration of front entrance – ongoing – Autumn 14.
Long term	8	Build/Develop Hygiene Room – facilities to incl' hoist/physio/shower/Toilet.	KJS identified as key school to integrate disabled pupils to Mainstream Education. Facilities required to support disabled pupils. LSA secondment to become permanent.	Funding for additional disabled pupil to be transferred to KJS allowing budget to support recruitment of LSA. Personal Risk Assessments required for pupils and evacuation procedures to be carried out.	Spring Term 15 Fire drills x 2 Spring to include contractors on site	Hygiene Room to facilitate support of disabled pupil's needs. Commencement of project deferred until Spring 2015. Completion planned Summer 2015.

Action Plan 15/16

Long term	9	Additional 'dropped kerbs' required for Parking/accessing school	To ease parking/access to front of school for disabled pupils/staff		Summer 15 application to HCC	
Long term	10	Ensure Hearing Impaired Parent needs are catered for. 3 x pupils hearing impairment provision classroom adjustments are made i.e. seating in class appropriate to their needs.	Reception – access to all information.	School provides Interpreter As required.	Ongoing as required.	Supports inclusion & effective communication between School/Teacher/Parent/Admin.

Action Plan 16/17

Long term	11	Creation of additional multi-use classroom/Afterschool club space/play area for community ‘Challengers’ Play-scheme, for special needs children/ DDA compliant.	Additional space to support school/extended school and Challengers Special Needs Play-scheme.	Build between School Hall & Oak incorporating existing Music Room/Gym Store to create an additional multi-use classroom funded with surplus balance 1516/17.	Summer 16 application for a Feasibility/plan for completion 1718 – awaiting Man Surveyor.	Summer Term 16 – 17/18 Feasibility plan completed by H.C.C Man Surveyor D.Potterton Autumn 16 advised additional funding required to complete project rendering it financially unattainable for KJS at this time.
		Further quotes to be sought.	Cabin/modular Classroom.	Creating additional recreational/teaching space.	Aiming Autumn 2017.	Completion July 2017.
Long term	12	H.C.C. D.Wakeling advising on purchasing of second-hand Modular Classroom.	Modular Building and site identified and agreed/approved by KJS FGB. H.C.C. assisting KJS project.	Modular classroom installation programme commenced June 2017. DDA compliant with DDA toilet facilities (3 toilets in total) large storeroom, sink/kitchen area, DDA ramp to be built, to access from playground and footpath from main school building. Situated centrally to school facilitating inclusivity, plus easy access for all pupils and staff.	Commencing Summer Term 2017.	Completed well within timeframe/available for use July 2017. Modular Classroom with independent fire safety All electrical/i.t. wireless networks in situ. Furnishing required/completed incl’ E-Board. Associated ground works made safe –topsoil and seeded upon completion.

				<p>Regulated Fire Safety/electrical systems in place - i.t. networks/wireless to link to main school building requiring cable work approx. 4 weeks major ground works/disruption to mobility around school. All risk assessments in place, building works co-ordinated with peak busy periods & school events</p>		
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Action Plan 1718

Medium term	13	SEN Sensory Room		<p>Refurbishment of old/retired disabled toilet to create a sensory room for SEN. To provide a calm and relaxing and safe area for challenging behaviour children.</p>	<p>Autumn 2017 Works commenced Summer term. Removal of toilet cistern plumbing. New flooring/carpet installed. Window at height installed to provide natural light/ventilation – walls require decoration/cladding fitted. New DDA door required and soft furnishings.</p> <p>New electrical sockets to be fitted to accommodate the electrical sensory equipment.</p>	<p>Works completed within short timeframe which allows SEN pupils a quiet space when required with LSA to supervise. Decision taken not to fix door as deemed the safer option for current pupil. It may be installed at a later date.</p> <p>Challengers', also use this room as a quiet place for their children during a weekend/holiday. Challengers have volunteered to install sensory equipment, which they will leave in situ, during term times to benefit both Parties. Room decorated and Sensory Equipment installed May 2019</p>
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Action Plan 18/19

	14	<p>May 2018 - Additional fixtures to Hygiene Room</p>	<p>The need has arisen to install a shower unit in our existing 'Hygiene Room' for any arising disability/accessibility medical purposes but also for pupils who may not have the support at home to ensure they are washed on a daily basis - to assist parents/carers who struggle with these responsibilities, to ultimately, 'safeguard' pupils, who through no fault of their own, arrive to school dressed in dirty clothes and whose fundamental needs are being neglected.</p> <p>N.B. <i>In line with the School's 'Intimate Care Policy', and with advice from our School Nursing Team.</i></p> <p>N.B. <i>Spare clean underwear and uniform is purchased from the School's Pupil Premium Grant, for this purpose.</i></p> <p>'Challengers' care for children with disabilities and will also benefit from this provision, at weekends and during school holidays.</p>	<p>Quotes to be sought</p> <p><i>Site Manager advised H.T/Govs</i></p> <p><i>That this is not a feasible option</i></p>	<p>The Hygiene Room is currently being used as a Gents Toilet 18/19 since increased male staff and lack of staff toilet. Also, girls are now using this room as their changing room for P.E./Games, to ensure no undressing in the classrooms</p>	<p>Plans to consider refurbishing the staff toilets to become separate, unisex cubicles remain on the school development plan</p>
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	15	Pupil Toilet Refurbishment	<p>Difficulty sourcing toilet roll holder to fit appliances as currently the fixture is on the wall too far away from the toilet.</p> <p>- on a rolling programme to create a pupil 'changing area' within the Toilets.</p>	May 2018 employing Basingstoke Builders to undertake the works, during Half Term 28/5/18.		<p>Year 5 (Beech Work Area) works completed – Year 3 (Oak Work Area) works to commence... Rolling programme continues to complete Ash toilets 1920</p>
	16	Hearing Impairment – <i>See item 10</i> Pupil Parent	KJS employs Team Communication Ltd Sign Language Interpreters, to facilitate provision of sign language/interpreter/note taker to be briefed and communicate effectively between Teacher and pupil parent during 'open-evening', school productions etc	<p>Budget in place for this provision 1920</p> <p>Effective planning required to ensure booking for the assignment, in place within timescale of event.</p>		
	17	MUGA Changing Facility to provide additional changing area for pupils to change to appropriate clothing in a safe and clean environment.	Quotes currently being sought for changing room facility adjacent to MUGA Jan – July for build wef: Sept 19/20	School to work with Builder to ensure DDA compliant	1920 build/completion	

Action 1920

		Strategies	Task Personnel	How	Timeframe	Success Criteria
Medium term	18	Focus on intervention for MLD (<i>moderate Learning Difficulties</i>)	1 x Leadership/1 x ELSA/1 x LSA	Small group up to 15 pupils	One academic year & to be reviewed	Data/Progress to be analysed before success criteria can be recorded

ACTION 20/21

		Strategies	Task & Personnel	How	Timeframe	Success Criteria
		Staff Toilet Refurbishment	All staff to accommodate male and female staff	Build to transform existing female toilets to individual Unisex toilet cubicles and in accordance with DDA	Approx. one month during Summer Term 2020 *COVID delays	

Access Audit Checklist: 20/21

Transport Access	Easy access to site
Car Parking	Disabled car parking available on site for staff and visitors
Visual Identification	Kempshott Junior School and Kempshott Infant School signposted
Entrances & Doors	<ul style="list-style-type: none"> • Hi-viz dropped kerbs • Dipped kerb to easy access automatic sliding door entry/no steps and accessible to all/manifestation is provided to the fully glazed doors to avoid people walking in to it. • Entrance buzzer wheelchair height
Reception	<ul style="list-style-type: none"> • DDA compliant Reception Desk & seating provided – counter suitable for seated and standing users with high & low sections • Seats contrast with the surrounding floor and walls
Playgrounds	Ground level playground, leading to field & MUGA and mobile classroom with ramp access
Classrooms & facilities	Ramps available for external classroom doors if/when required Work area sinks are currently too high, so any refurbishments to ensure wheelchair height sink access
Ramps	Ramp to mobile classroom Ramp leading from classroom in Ash to pathway leading to playground Mobile Ramp to be made available for any pupils who require assistance i.e. Oak classrooms have a small drop onto path
Handrails	Handrail on steps leading from Beech classrooms to pathways for Emergency Exit procedure
Steps & Stairs/lifts	Ground level school – no upper level
Sanitary Facilities	<ul style="list-style-type: none"> • Sanitary facilities (DDA) available in purpose built Hygiene room with accessible toilet, grab handles, easy reach lever taps, hoist facility • A hand dryer <i>could possibly</i> be installed to assist current situation with a pupil who is a little fascinated with hand towels.

	<ul style="list-style-type: none"> • Lever taps in situ in ladies toilet for member of staff with a disability <p>Any future refurbishments around the school, ensure lever taps are fitted</p> <p>2020 new build unisex individual cubicles – Summer 2020 (COVID-19 delay)</p>
Visual; Contrast	<ul style="list-style-type: none"> • Hi-viz dropped kerbs • Light cream colour paint on walls contrasting with Blue skirting and door panelling where necessary, effective for visual contrast • seating in classrooms appropriate to pupil needs • Coloured paper provided for pupils and enlarged print where necessary • Visual timetable for specific pupils
Lighting	Lighting all good across the school – Site Manager ensures bulbs/lighting checked regularly.
Signage	Signage to First Aid and Fire Exits across the school, regularly inspected by Site Manager
Communication systems	Team Communication Ltd/Sign Language Interpreters employed on an ad-hoc basis to assist a hearing impaired parent attend Open Evenings/events
Acoustic environment	LSA's one to one to provide additional care for children with special needs and for those who are sensitive to noise and alarms during Fire Practice/Lockdown/Contractors on site
Management & Maintenance	Property Services/Emergency & Reactive Maintenance – Mountjoys Building/Corrigenda Engineering 6 monthly Service Checks are carried out on Hygiene Room Hoist
Curriculum	<p>E-Boards in every classroom – seating & desks will be adapted according to child's needs. Children with specific needs will have a PEEP/Risk Assessment and every consideration will be given to provide for their needs to enable full inclusion where possible.</p> <ul style="list-style-type: none"> • Currently coloured paper provided for sight impaired pupils • Enlarged print where required • Coloured pages highlighted lines to assist dyslexia pupils • Sloping boards for writing • Clicker Laptop for special need • Sensory bobble cushions

	<ul style="list-style-type: none"> • Weighted blankets/cushions • Visual timetable • Footstools when seated for the small pupil • Chunky pencils/triangular to assist dyspraxia <p><i>This list is not exhaustive and provisions are made appropriately, as the need arises</i></p>
Staff Support	<p>LSA's providing one to one support where needed and ELSA provision as per required. Positivity Club, Relax Kids Club, Yoga Club provided for all pupils and encouraged for specific needs</p> <p>Staff and Pupil Wellbeing Programme – Working Party to equip staff to lead the programme across the school to ultimately support the children and adults alike. Also, Staff well being is important to pupil achievement and the school's performance and to ensure that all employees are treated fairly and consistently.</p> <p>Wellbeing & Mental Health takes a prominent place in the new inspection framework.</p>

This is a 'working document' in process and will be updated accordingly throughout the school year.