**Kempshott Junior School**

**Accessibility Plan**

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

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| 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 2023 |  |

***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**

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|  |  | **Strategies** | **Task & personnel** | **How** | **Time frame** | **Success Criteria** |
| Short term | **1** | Ensure compliance with DDA and Code of Practice | Staff & Govs informed of requirements and obligations of DDA, and of the Accessibility Plan | Staff meeting, Govs 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  Physio sessions for pupil – O.H.  Cough Assist Training  Catheter Training | Appropriate Training for Key members of staff  P.O. and L.N  P.O and L.N  C.R and M.H  C.R. and M.H | When required ongoing - review  2015 | Staff have increased understanding, confidence and skills in working with children 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 Interpretor  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. 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 | 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. |
| **Action Plan 1718** | | | | | | |
| Medium term | **13** | **SEN Sensory Room** |  | 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. | 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.  New electrical sockets to be fitted to accommodate the electrical sensory equipment. | 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.  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 |
| **Action Plan 18/19** | | | | | | |
|  | **14**  **15** | May 2018 - **Additional fixtures to Hygiene Room**  **Pupil Toilet Refurbishment** | 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.  N.B. *In line with the School’s* ***‘Intimate******Care Policy’****, and with advice from our School Nursing Team.*  N.B. *Spare clean underwear and uniform is purchased from the School’s* ***Pupil Premium*** *Grant, for this purpose.*  ‘Challengers’ care for children with disabilities and will also benefit from this provision, at weekends and during school holidays. Difficulty sourcing toilet roll holder to fit appliances as currently the fixture is on the wall too far away from the toilet.  - on a rolling programme to create a pupil ‘changing area’ within the Toilets. | **Quotes to be sought**  ***Site Manager advised H.T/Govs***  ***That this is not a feasible option***  **May 2018** employing Basingstoke Builders to undertake the works, during Half Term 28/5/18. | **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 | Plans to consider refurbishing the staff toilets to become separate, unisex cubicles remain on the school development plan  Year 5 (Beech Work Area) works completed – Year 3 (Oak Work Area) works to commence…  Rolling programme continues to complete Ash toilets 1920 |
|  | **16** | **Hearing Impairment –**  ***See item 10***  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 | Budget in place for this provision 1920  Effective planning required to ensure booking for the assignment, in place within timescale of event. |  | On-going |
|  | **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 | Pathways to Muga completed July/Summer Term 2020 |

**Action 1920**

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|  |  | **Strategies** | **Task Personnel** | **How** | **Timeframe** | **Success Criteria** |
| **Medium term** | **18** | Focus on intervention for **MLD (*moderate Learning Difficulties)*** | 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 |
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| **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 | *Completed August 2020* |
|  |  | Fire safety doors replacement | Linking doors to fire alarm |  | August Summer holiday | Completed main links – slave doors x 5 to be linked – possibly Spring Term 2021 if not before tbc ….. |

**Access Audit Checklist: 20/21**

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| 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 | * 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 | * DDA compliant Reception Desk & seating provided – counter suitable for 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 | * Sanitary facilities (DDA) available in purpose built Hygiene room with accessible toilet, grab handles, easy reach lever taps, hoist facility * A hand dryer *could* *possibly* be installed to assist current situation with a pupil who is a little fascinated with hand towels. * Lever taps in situ in ladies toilet for member of staff with a disability   Any future refurbishments around the school, ensure lever taps are fitted  2020 new build unisex individual cubicles – Summer 2020 (COVID-19 delay) |
| Visual; Contrast | * 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 | 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.   * 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 * Weighted blankets/cushions * Visual timetable * Footstools when seated for the small pupil * Chunky pencils/triangular to assist dyspraxia   *This list is not exhaustive and provisions are made appropriately, as the need arises* |
| Staff Support | 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  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.  Wellbeing & Mental Health takes a prominent place in the new inspection framework. |

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