

# Kempshott Junior School Accessibility Plan

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

Policy Ratified by Governing Body	13 <sup>th</sup> March 2024	Annual Review 1-3 Yearly
Date of Review	Spring Term 2024	
Date of Next Review	Spring Term 2027	

## **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 Development Plan
- School Strategic Plan
- SEN Policy
- Equal Opportunities Policy
- Curriculum Policy
- Behaviour policy
- Anti-bullying policy
- Physical intervention policy
- Equality policy
- Intimate care policy

## Action Plan 23/24

		<b>Strategies</b>	<b>Task &amp; personnel</b>	<b>How</b>	<b>Time frame</b>	<b>Success Criteria</b>
Short term	<b>1</b>	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 / Summer 2024.	School complies with requirements of DDA and Code of Practice.
	<b>2</b>	Increase the opportunities to which pupils with disability can participate in the school curriculum and wider opportunities..	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 2024.	All pupils will have full access to the wider range of activities in the school.
Medium term	<b>3</b>	Improve provision for children with Neuro diverse needs inc. ASD, ADHD	Develop Staff's knowledge and skills in managing children with identified disorders.	Staff training for Teachers and LSAs e.g. PBS, Team teach, National College Governors to discuss Accessibility, Disabled Parking, Development suite Range of clubs, positivity, ELSA, lunchtime club, lego therapy.	Summer Term 24.	Staff have increased understanding, confidence and skills in working with children with Neuro diverse needs
	<b>4</b>	Appointment of Senior Mental Health Lead	Support all staff in the provision of support for children's mental health	Govt funded training	Autumn term 2023	Member of SLT to support and represent all staff and children. Lead on initiatives

			Also to lead on staff's mental health making recommendation to SLT			
	<b>5</b>	A therapy dog to join the staff of the school	Training and insurance for Bale to start working with children with handler. Therapy and engagement with vulnerable children	Assistant HTs dog – willing to train and be accredited.	Spring term 2024	Children and staff are supported with mental well-being
	<b>6</b>	Employ additional ELSA for the school	Due to the demand of children needing support with mental health 1 ELSA is not sufficient	Advert internally for LSAs / HLTAs wanting to step into the role and be trained	Spring 24 – Autumn 24	A team of 2 ELSAs to respond to and support all children who are identified as needing support
Long term	<b>7</b>	To provide Staff development training on pupils with specific disabilities when necessary.	CPD / INSET sessions from appropriate teacher advisors Manual Handling/Moving of Disabled pupils, tube feeding, HI, VI	Appropriate Training for Key members of staff	When required ongoing - review 2025	Staff have increased understanding, confidence and skills in working with children with a range of needs.
Long term	<b>8</b>	All exterior doors to be locked with release fob / fire alarm activated	Replace all external doors on rolling programme	Devolved capital funding	Main exit doors first 23 / 24	Absconding children are kept safe within school building and will use Discovery suite as respite.
Long term	<b>9</b>	Discovery suite to be refurbished to become an alternate calm room, in centralised position. ELSA room attached.	Library moved to separate building. Room created to be for emotionally disregulated children to receive support. Wheelchair accessible with furniture arrangement	Project funded External build for library ELSA room centralised	Spring 2024	Disregulated children will go to Discovery suite with LSA. ELSA will support de-escalation.
Long term	<b>10</b>	New library to be built outside to be accessible throughout the day. Ramp to access, bifold doors.	New building, new furniture so that the library can be used as an intervention room and accessible to children at break and lunchtime	Project funded External build	Spring 2024	New library to promote reading. Children have a further resource at breaks. PPA room for staff to use

### Action Plan 24/25

Long term	<b>11</b>	Improve accessibility of Reception area of the school to all visitors, parents, pupils and staff.	Refurbish reception area and front desk by developing courtyard and enclosing.	Planned use of Devolved Capital allocation, as part of planned refurbishment.	Spring 25	Front Entrance accessible to all.
Long term	<b>12</b>	Front Entrance to School to be modified with consideration for wheelchair access. This will improve security			Spring 25	To enable evacuation of building in wheelchair, with ease.
Long term	<b>13</b>	Perimeter fencing surrounding school site to be safe and of a height that discourages climbing / scaling.		Devolved capital Perimeter to be divided into sections – completed over a period of two financial years.	Summer 25 onwards	Fence will discourage intruders to school site and also provide a safe barrier to absconding children.
Long term	<b>14</b>	Study's and community areas to be refurbished. Height appropriate for age group. Colours to be contrasting to aid VI pupils and adults.	Study's and community areas refurbished and painted. Contrasting skirting and door frames.	Project money to fund.	Autumn 24 – Summer 25	Study's and community areas are arranged to accommodate groups and individuals.

### Action Plan 25/26

Long term	<b>15</b>	Ensure Hearing Impaired Child / Parent needs are catered for.	Reception – access to all information.	School provides signer Install hearing loop in reception	Ongoing as required.	Supports inclusion & effective communication between School / Teacher/Parent/Admin.
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### Action Plan 26/27

Long term	16	Additional 'dropped kerbs' required for Parking/accessing school	To ease parking/access to front of school for disabled pupils/staff		Summer 25 application to HCC	
<b>Action Plan 27/28</b>						
Medium term	17	Focus on intervention for <b>MLD (<i>moderate Learning Difficulties</i>)</b>	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
<b>Action Plan 28/29</b>						

	18	May 2028 - <b>Additional fixtures to Hygiene Room</b>	<p>The need has arisen to install a shower unit in our existing 'Hygiene Room' for any <b>arising disability/accessibility medical</b> 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><i>N.B. In line with the School's <b>'Intimate Care Policy'</b>, and with advice from our School Nursing Team.</i></p> <p><i>N.B. Spare clean underwear and uniform is purchased from the School's <b>Pupil Premium Grant</b>, for this purpose.</i></p>	<p><b>Quotes to be sought</b></p> <p><b>Hoist to be regularly serviced.</b></p>		
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## Access Audit Checklist: 23/24

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"> <li>• Hi-viz dropped kerbs</li> <li>• 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.</li> <li>• Entrance buzzer wheelchair height</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• DDA compliant Reception Desk &amp; seating provided – counter suitable for seated and standing users with high &amp; low sections</li> <li>• Seats contrast with the surrounding floor and walls</li> </ul>
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"> <li>• Sanitary facilities (DDA) available in purpose built Hygiene room with accessible toilet, grab handles, easy reach lever taps, hoist facility</li> <li>• A hand dryer <i>could possibly</i> be installed to assist current situation with a pupil who is a little fascinated with hand towels.</li> </ul>

	<ul style="list-style-type: none"> <li>• Lever taps in adult toilets to assist with any disability. Adult toilets are unisex. Any future refurbishments around the school, ensure lever taps are fitted.</li> </ul>
Visual; Contrast	<ul style="list-style-type: none"> <li>• Hi-viz dropped kerbs</li> <li>• Light cream colour paint on walls contrasting with Blue skirting and door panelling where necessary, effective for visual contrast</li> <li>• seating in classrooms appropriate to pupil needs / standing desks</li> <li>• Coloured paper provided for pupils and enlarged print where necessary</li> <li>• Visual timetable for specific pupils</li> </ul>
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	LSA appointed to sign for individuals and teach staff and children.
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 &amp; 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"> <li>• Currently coloured paper provided for sight impaired pupils</li> <li>• Enlarged print where required</li> <li>• Coloured pages highlighted lines to assist dyslexia pupils</li> <li>• Sloping boards for writing</li> <li>• Clicker Laptop for special need</li> <li>• Sensory bobble cushions</li> <li>• Weighted blankets/cushions</li> <li>• Visual timetable</li> <li>• Footstools when seated for the small pupil</li> </ul>

	<ul style="list-style-type: none"> <li>• Chunky pencils/triangular to assist dyspraxia</li> </ul> <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 – Senior Mental Health lead appointed and training through Emma Freud foundation. 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 &amp; 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.*