

Accessibility Plan for Kempshott Junior School

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

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 / her 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.

Action plan 2013 -2019

		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 /SSP Day Summer 14	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 14	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 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 14	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.

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.
7	Front Entrance to School to be modified for wheelchair access. Ramps to be installed – Front of Ash area for emergency evacuation	Tarmac/block paving 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.
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 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.
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 H.C.C.	
10	Ensure hearing impaired Parents are catered for.	Reception – access to all information.	School provides Interpreter as required.	Ongoing as required.	Supports inclusion & effective communication between School/Teacher/Parent/Admin
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 17.	Completion July 2017.

		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 17.	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.
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	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</p>
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	<p>May 2018 - Additional fixtures to Hygiene Room</p> <p>Pupil Toilet Refurbishment</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 - on a rolling programme to create a pupil 'changing area' within the Toilets.</p>	<p>Quotes to be sought</p> <p>May 2018 employing Basingstoke Builders to undertake the works, during Half Term 28/5/18.</p>		<p>Year 5 (Beech Work Area) works completed – Year 3 (Oak Work Area) works to commence...</p>
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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.

Date of policy: 2013 reviewed annually

Reviewed Summer 2018

Date of review: Summer 2019

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

The following were consulted on the draft plan:

Parents and Staff