

# Nevill Road Junior School

## Accessibility Plan 2021- 2024

### Purpose of Plan

The purpose of this plan is to show how Nevill Road Junior School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents and visitors.

### Introduction

This plan identifies how the school meets the needs of disabled children in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. This will be reviewed every three years by the Governing Body.

We want all children to enjoy school and to be challenged to achieve their very best. We are committed to giving all of our children every opportunity to achieve their potential. We do this by ensuring quality first teaching for all and following Stockport's Entitlement Framework. We offer a broad and balanced curriculum and have high expectations for all children.

### Definitions of SEND:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or:
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.' (SEND code of Practice 2014)

'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is'... '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'. The definition provides a relatively low threshold and includes more children than many realise: 'long term' is defined as 'a year or more' and 'substantial is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as

asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.’ (SEND code of Practice 2014)

## **The Equality Act 2010**

‘The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.’ (SEND code of Practice 2014)
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)

The Accessibility Plan should be read in conjunction with –

1. The LA admissions policy.
2. The School Prospectus.

3. The Equality and Diversity Policy.
4. The Behaviour and Discipline Policy.
5. The Special Educational Needs policy.
6. The Special Educational Needs Information Report.

All policies will be checked to ensure that they do not, unintentionally, treat children with disabilities less favourably.

### **Areas of Planning Responsibility**

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning, the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities and school visits).
- Improving access to the physical environment of the school.

### **Contextual Information**

Nevill Road Junior School is a single storey building that opened in the 1950s, with the later addition of an outdoor classroom in 2010 and two double mobile units in 2014. All parts of the school have wheelchair access via ramps. There is one disabled toilet in the main building and one in each mobile unit. There is a loop system fitted in each mobile classroom to benefit children with hearing impairments.

### **Current Range of Known Disabilities**

The school has some children with a range of specific learning disabilities:

Hearing impairments (one child using a Radio Aid system)

Wheelchair user (1 Children)

Diagnosis of ASD (4 Children)

Dyslexia/other visual impairments (2 children diagnosed, although Dyslexia Friendly strategies are used throughout school as many children show Dyslexic tendencies.

## Increasing Access for Disabled Pupils to the School Curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability and ability groupings, inclusive classes and we do all that we can to ensure that all children are enabled to participate fully in the broader life of the school. All children have access to after-school clubs, leisure and cultural activities and educational visits.

### The Accessibility Plan

All providers **must** make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers **must** also make reasonable adjustments by making physical alterations. Schools and LA education functions are not covered by this last duty but they **must** publish accessibility plans'....'setting out how they plan to increase access for disabled children to the curriculum, the physical environment and to information.' (SEND code of Practice 2014)

'Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND code of Practice 2014). The full range of needs and required support for all children identified as SEN Support or with an EHC plan will be considered at least termly. The discussions will involve staff, parents and children plus outside agencies, as necessary. The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for children with disabilities.

### **Current position**

- The school buildings are fully accessible for wheelchair users and those with physical disabilities.
- The outside play areas are flat and are completely accessible to wheelchair users
- There are three disabled toilets two being in the main school and one in the Early Years building.
- We have a full time SALT Specialist TA and bi weekly buy in Speech and Language therapist
- For the inclusion of children with complex needs/learning difficulties, most children are supported by Teaching Assistants across the curriculum. This promotes independence and prevents attachment to a 1:1.
- Occasionally, a 1:1 is needed to keep a child or his/her peers safe, as detailed on their EHC plan. These TAs work under the direction of the SENCO and class teachers.
- Mainstream Teaching Assistants support a range of children within the classroom delivering learning interventions and therapy programmes.
- The school is generally well-equipped with a range of learning aids and specific equipment.
- We have a sound field system in every classroom to improve the quality of speech and ensure that there is an even distribution of sound from the teacher. • iPads have been introduced and are used to support learning across school. • Individual iPads, magnifiers and visualisers have been provided for students with Vision Impairment.
- Recent training has taken place in SEND, SEN Support Plans, one page profiles, safeguarding, and prevent duty and there are a high number of trained first aiders
- 3 members of staff are trained in a specific therapy programme, delivered by a physiotherapist to enable them to support a child by using specialist equipment.

## Maintaining and Improving Access to the Physical Environment of the School

The main school buildings at Nevill Road Junior School are all accessible by wheelchair via the ramp at the front of the school or the ramps at the playground access doors. There are some areas that may need to be adapted; steps into the mobile units and fire exits from some classrooms in main building. This has been managed by ensuring any children requiring adaptations have been placed in the appropriate classrooms. This would also be the case for parents/carers, staff and visitors. The school has already installed a number of measures to ensure that it is accessible to all. These include ramps to all parts of the building requiring access for all, yellow painted edges to steps, finger safes on all doors, hearing loops in mobile classrooms and a designated disabled parking space.

The school has a wide range of equipment and resources available for day to day use. Resource provision is regularly under review and any additional requirements would be assessed and purchased by the SENDCo.

<b>The following details specific anticipatory activities aimed to increase accessibility for children with SEND to the curriculum, the physical environment and to information.</b>				
<b>Objectives</b>	<b>Tasks</b>	<b>Resources</b>	<b>Lead</b>	<b>Monitor</b>
<b>To ensure that any new building adaptations meet or exceed the DDA access requirements</b>	Adaptations to all learning spaces must be assessed to ensure that they meet or exceed requirements.	None	SENCo	Headteacher

<p><b>To continue to create safe spaces.</b></p>	<p>In addition to the sensory room which is already used effectively, class teachers to create safe spaces in class, such as calming areas and workstations for children with Social, Emotional and Mental Health Difficulties.</p>	<p>Any funding needed to build the safe spaces</p>	<p>SENCo</p>	<p>Head teacher  Resources committee</p>
<p><b>To ensure that all staff have a clear understanding of the Entitlement Framework</b></p>	<p>Staff to complete second audit from the framework. Identified training provided by the SENCo and other relevant agencies in staff meetings.</p>	<p>Entitlement Framework audit  Staff meetings</p>	<p>SENCo</p>	<p>Head teacher  SLT</p>
<p><b>To improve the quality of our SEN support plans to contain targets from all agencies working with a child.</b></p>	<p>SENCo to deliver training to teachers on new layout of SEND plans in September 21  SENCo to work with outside agencies to introduce plan as the format in which their targets will be recorded and reviewed.</p>	<p>INSET  Meeting time with outside agencies</p>	<p>SENCo</p>	<p>SENCo</p>
<p><b>To ensure that staff are trained to promote metacognition</b></p>	<p>Jacqui Terry to deliver training on Metacognition.</p>	<p>Half day Inset</p>	<p>Jacqui Terry (LSS)</p>	<p>Head teacher  SLT</p>

<b>in their teaching.</b>				
<b>To purchase and include CLICKER in all classrooms, ensuring all staff are trained</b>	Clicker to provide training for all staff on use in the classroom for developing resources and assistive teaching	Staff meeting	Clicker	Head teacher  SLT
<b>To ensure that Teaching Assistants are planned for appropriately.</b>	Jacqui Terry to deliver training to teachers and TAs on effective use of TAs within class to support learning for all children.	3 x visits throughout the school year	SENCo	Head teacher  SENCo
<b>To ensure that support staff are appropriately trained in SALT.</b>	New Buy Back SALT and CW to lead TA training across school in SALT.	Staff meeting	New SLA  CW SENCo	SENCo
<b>Support staff to support the implementation of SALT targets and SEN Support targets within class.</b>	TAs to attend SALT training and SEN Support Plan training. Teachers to plan for support staff to address these targets throughout the day. All targets available in files in class.	Training sessions during Day with TA's	SENCo  CW  New SLA  Debbie Jones	Head teacher  SLT



<b>To ensure all staff are trained to support children with ASD</b>	If needs are identified through the entitlement framework audit, update relevant staff training on Children with ASD	Staff to attend courses	BSS SLT	Head teacher
<b>To ensure all staff are trained to support children with attachment difficulties</b>	If needs are identified through the entitlement framework audit, update relevant staff training – most staff have had this training	Staff to attend courses	BSS SLT	Head teacher
<b>To provide resources and train staff on the use of OT boxes within classrooms</b>	Each class to have an Occupational Therapy box, to support the development of all children's proprioception, spatial awareness, fine motor and gross motor skills within class.	OT resources	SENDCo SH	Head teacher

<p><b>To ensure that staff are trained to support children with emotional needs.</b></p>	<p>Most staff are trained every 3 years in TEAM Teach</p> <p>Staff trained by BSS in 'Planning for Behaviour'.</p>	<p>1 day INSET every 3 years INSET 2019</p> <p>Staff Meetings</p>	<p>LA trainers</p> <p>BSS</p>	<p>Head teacher</p>
<p><b>To ensure that staff are trained to support children with specific behavioural needs.</b></p>	<p>BSS consultant supports staff as needed through regular visits, classroom/pupil observations and discussion. Targets placed on SEN support plans.</p>	<p>Observations by BSS consultant in class time. Follow up release time for class teacher to discuss findings.</p>	<p>BSS</p>	<p>Head teacher</p> <p>SENCo</p>
<p><b>To ensure that staff are trained to support children with physical needs.</b></p>	<p>Use Team-Teach training to update appropriate staff biannually in</p> <ul style="list-style-type: none"> <li>• Manual handling</li> <li>• Positive handling</li> <li>• Training from Physio where appropriate</li> </ul>	<p>Training day for appropriate staff</p>	<p>LA trainers</p>	<p>Head teacher</p>
<p><b>To improve accessibility for children with dyslexia.</b></p>	<p>Purchase a range of acetate coloured slides, tinted paper and a range of writing tools.</p> <p>Staff Meeting to remind staff how to ensure a dyslexia friendly classroom.</p>	<p>Staff Meeting</p> <p>Purchase of resources</p>	<p>SENCo</p>	<p>Head teacher</p> <p>Resources committee</p> <p>Head teacher</p>

<b>To continue to develop the use of visual resources</b>	Remind staff about Visual Timetables, now and next boards, talking mats, volcanoes etc where appropriate	When required	SENCo	Head teacher
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<b>To ensure all staff are trained to support children with specific sensory/ physical needs.</b>	Update training on Children with visual, hearing and multi-sensory impairments. Particular focus of hearing as a lot of pupils coming through the school with HI from KS1.  Ensure all staff are familiar with our sound system and use it.	INSET/ Staff Meeting  Support from Stockport Sensory Service	SENCo	Head teacher  Resource Committee
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<b>To ensure staff are trained to support children with medical conditions.</b>	Update staff training annually in <ul style="list-style-type: none"> <li>• Asthma</li> <li>• Epilepsy</li> <li>• Diabetes and as required in other specific conditions.</li> </ul> Update Medical Conditions policy annually.  Ensure annual parents return is gathered.	INSET, staff meeting On admission if specific needs are identified.	School nurse team  SENCo	Head teacher
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<p><b>To ensure toileting plans are in place for all children requiring intimate care and reviewed at least annually.</b></p>	<p>To continue to ensure all relevant pupils have care plan in place and relevant staff are consulted and follow the plan appropriately.</p>	<p>None</p>	<p>SENCo</p>	<p>Head teacher</p>
<p><b>To liaise with health providers to support meeting the need of SEN pupils.</b></p>	<p>SENCo and school mentors continue to liaise with health providers including Speech and Language Therapy, HYMs and BSS to support meeting the needs of pupils.</p>	<p>None</p>	<p>SENCo</p>	<p>Head teacher</p>
<p><b>To continue to support the needs of vulnerable pupils</b></p>	<p>Mentoring/SEND team to continue to support vulnerable children with social, emotional and mental health issues, including those with attachment disorders. Regular professional discussions with class teachers and other members of staff</p>	<p>Time with relevant staff and pupils</p>	<p>Mentors</p>	<p>Head teacher</p>

<b>To effectively support the transition of vulnerable and SEN children.</b>	Mentors/SEND team continue to work with vulnerable children, their families and class teachers in order to effectively support the transition of vulnerable children.	Ongoing	Learning mentor, SENCo Class teachers	SENCo
<b>To improve accessibility for reluctant/struggling writers.</b>	Assess the laptop skills of children who might benefit from a laptop in class to type up work. If they are efficient then provide a laptop for some work. If necessary, complete ICT referral	Time for pupil with SENCo	SENCo	Head teacher SENCo
<b>To ensure that one page profiles and SEN Support plans on all EHCP children and SEN support children are available in their classrooms</b>	All class teachers to complete a one page profile and SEN Support plan for EHCP and SEN support pupils and ensure that it is available in class, used and updated as and when necessary.	Time for class teachers	Staff	SENCo
<b>Educational visits to be accessible to all.</b>	Use of Stockport guidance for staff on making trips.	As and when required	Staff SENCo	Deputy head

<b>Review PE curriculum to ensure that PE is accessible for all.</b>	Gather information on accessible PE and disability sports. Seek disabled sports people to visit the school.	As required	PE Coordinator SENCo	All pupils have access to PE and attain to the best of their ability.
<b>Ensure that all disabled pupils, staff and visitors can be evacuated safely.</b>	Put in place 'Personal Evacuation Plans' for disabled pupils as required. Ensure that all staff are aware of their responsibilities during any event.	As required	HT SENCO	All pupils, staff and visitors can be evacuated safely.
<b>To support children who are EAL in accessing the curriculum.</b>	Ensure that any new pupils and their families are assessed by the Ethnic Diversity Service. If so, speak to Stockport LEA.	Ongoing basis	Safeguarding Lead SENDCo	Head teacher
<b>To ensure SEN information on our website for pupils and their families is up to date and available in hard copy to those who cannot</b>	Ensure paper copies of our SEN provision for pupils and their families is available in hard copy for families who cannot access the internet.  Include contact details for the Stockport Local Offer.	Time to update website and resources	SENCo	Head teacher

<b>access the internet</b>				
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## **Monitoring**

The performance of individuals, including those with SEN and/or a disability continues to be monitored on a termly basis through progress meetings with the class teacher, SENDCo and Headteacher.

The HT maintains a 'Discrimination Record' which details any reported incidents of discrimination, including disability discrimination, and the subsequent action that has been carried out by the staff. All such incidents will be reported within 48hrs to the LA and will be included in the termly report to governors.

## **Responsibilities**

### **The Governing Body**

The Governing Body will review and update the Access Plan annually to consider current and future needs and to determine that they are being met.

### **The Head Teacher**

The Head Teacher is to ensure that the plan is put into practice and that all the relevant training is in place.

## **Teachers and other Staff**

All staff will ensure that they follow the plan and that all pupils, employees and visitors have equal access to all aspects of school life.