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Accessibility Plan

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| Created by: | Mr Denis Foster (DHT) |
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| Signed: | |
| Mr Clive Norris | Chairman of Governors |



School Accessibility Plan
Guillemont Junior School

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Starting points

The purpose and direction of the school's plan: vision and values

This plan is written in conjunction with our Inclusion and Special Educational Needs policy and our Community Cohesion and Equality policy and should be read alongside these.

“At Guillemont, we operate a policy of inclusion where all children regardless of their abilities and behaviours have an equal opportunity of full access to the whole curriculum, offered by the school and where we work in partnership with parents. It is very much part of the whole school approach where all children are recognised and valued for themselves, where high expectations are the norm and where each child's self-reliance and self-esteem is fostered in a warm, caring and supportive atmosphere. We follow the five principles in Every Child Matters and this applies to all children:

- that children stay safe
- that they are healthy
- that they enjoy and achieve
- that they make a positive contribution
- that they achieve economic well being

Whilst the general aim of the school is to assist all children in learning; to identify and meet their own needs, it is recognised that some children may require extra support to achieve this. The importance of learning support is to integrate all children within the school and enable them to function successfully alongside their peers to reach their full potential.

We believe that such children benefit enormously from being integrated into the school, gaining in confidence and feeling a valued member of the school community. Likewise, some children, by their achievements and participation, often against severe disabilities, make their own very special and important contribution in broadening experience and fostering the understanding of peers and staff alike.

Definition of Special Educational Needs

Nationally about 20% of children may have special educational needs at some point in their school life. If a child begins to have difficulty in learning and progressing within normal classroom arrangements, he/she may have a special need as identified by the Code of Practice 2001.

Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they have a significantly greater difficulty in learning than the majority of children of the same age: or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school within the area of the local education authority, are under compulsory school age within the definition above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Special Educational Provision means:

- for children of two and over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in maintained schools, other than special schools, in the area
- for a child under two, educational provision of any kind.

Aims for Special Education Needs

- To enable all children to have access to a well-balanced and broadly based curriculum, including the National Curriculum, which is differentiated to meet individual needs.
- To provide a caring and supportive environment, promoting confidence and good self-esteem, and recognising individual achievements.
- To encourage all children to reach their full potential.
- To identify and assess children with SEN as early as possible and provide additional pupil support programmes, Individual Education Plan (IEPs) where necessary, which will be monitored and reviewed each term by the class teacher and LSA
- To work in partnership with parents and children, involving them in the reviewing and setting of Targets. Our aim is to keep parents fully informed and encourage them to support the individual needs of their children
- To liaise with outside agencies to seek specialist advice and review and set targets as appropriate
- To fulfil the legal requirements for Statemented children within the school.
- To follow the SEN Code of Practice 2002, adopting its graduated response to meeting the needs of identified children.
- To follow Hampshire's Assessment of Special Educational guidelines (revised August 1994) alongside the Code of Practice 2002
- Through INSET and induction, to ensure that staff and governors have adequate guidance and training and are aware of school and County procedures for working with SEN children, particularly in terms of Safeguarding Children

Education Act 1996

The concept of special needs has been widened to include children with:

- Visual impairment (blind, partially sighted)
- Hearing impairment (deaf, partially deaf)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Emotional / behavioural difficulties
- Language impairment (speech defects and language disorders) Autism (mild)
- Physical disabilities
- Specific learning difficulties / dyslexia

Educational Inclusion

Through appropriate curriculum provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences.”

The above was taken from our inclusion and SEN policy reviewed October 2010

There is also guidance in school on how prejudice-related incidents should be identified, assessed, recorded and dealt with.

We take seriously our obligation to report regularly to the local authority about the numbers, types and seriousness of prejudice-related incidents at our school and how they were dealt with.

The overall objective of the school's Community Cohesion including Equality policy is to provide a framework for the school to pursue its equality duties to eliminate unlawful discrimination and harassment; promote equality of opportunity; and promote good relations and positive attitudes between people of diverse backgrounds in all its activities. The school follows Hampshire guidelines and statutory requirements.

Through the Policy, the school seeks to ensure that no member of the school community or any other person through their contact with the school receives less favourable treatment on any grounds which cannot be shown to be justified. This covers race, colour, nationality, ethnic or national origin, religion or belief, gender, marital status, responsibility for children or other dependants, disability, sexual orientation, gender reassignment, age, trade union or political activities, socioeconomic background.

The principles of this policy apply to all members of the extended school community – pupils, staff, governors and parents/carers. In fulfilling the legal obligations referred to above we are guided by the following principles:

All learners are of equal value

We see all learners and potential learners as of equal value:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender.

We aim to reduce and remove inequalities and barriers that already exist

In addition to avoiding or minimising possible negative impacts, we take opportunities to maximise positive impacts by reducing and removing inequalities and barriers that may already exist between:

- disabled and non-disabled people
- people of different ethnic, cultural and religious backgrounds
- girls and boys, women and men.

We recognise and respect diversity

Treating people equally does not necessarily involve treating them all the same. Our policies, procedures and activities must not discriminate, but are differentiated, as appropriate, to take account of differences of life-experience, outlook and background, and in the kinds of barrier and disadvantage which people may face, in relation to:

- disability, so that reasonable adjustments are made
- ethnicity, so that different cultural backgrounds and experiences of prejudice are recognised
- gender, so that the different needs and experiences of girls and boys, women and men are recognised.

Staff recruitment, retention and development

Policies and procedures should benefit all employees and potential employees, for example in recruitment and promotion, and in continuing professional development:

- whether or not they are disabled
- whatever their ethnicity, culture, religious affiliation, national origin or national status
- whichever their gender.

Religious observance

We respect the religious beliefs and practice of all staff, pupils and parents, and comply with reasonable requests relating to religious observance and practice.

Action plans

We recognise that the actions resulting from a policy are what make a difference. Each year we draw up an action plan within the framework of the overall school improvement plan, setting out the specific actions and projects we shall undertake to implement taking account of the principles above.

The curriculum

We keep each curriculum subject or area under review in order to ensure that teaching and learning reflect the seven principles above.

Ethos and organisation

We ensure that the principles listed also apply to the full range of our policies and practices,

Monitoring and evaluation

We will monitor and report all incidents on a regular basis. Where children are involved parents will always be informed. Staff involved in racist incidents will be subject to disciplinary measures (see Hampshire County Council Personnel Manual)

- opposition to behaviour is demonstrated
- reasons are explained
- sanctions and/or counselling for offenders
- victims are supported (including parents and carers)
- the nature of the incidents is communicated through the agreed channels to HT / staff / governors and Local Authority
- the Local Authority are involved in serious incidents and the police involved if necessary

We undertake regular monitoring of **all** children through curriculum assessment and progress, behaviour records, the SEN Audit and Annual Reports of Achievement. School Targets for curriculum will be set not for ethnic groups but on an individual's attainment and based on previous performance and expected progress; evaluation will be made on an individual pupil basis not for ethnic groups.

Where staff groups are subject to Performance Management (appraisal) review, this will be carried out on an individual basis with all members of the group treated individually and equally, according to school or national arrangements (eg. NQTs, Threshold Teachers, Post Threshold Teachers, Leadership Group Teachers) in line with Hampshire County Council Personnel practice recommendations. Monitoring and review will therefore not be carried out on ethnic groups." (Taken from Community Cohesion including Equality reviewed February 2010.)

Information from pupil data and school audit

The school works closely with our partnership schools to ensure appropriate information is exchanged prior to key points of transition. Children identified with SEN are monitored to ensure adequate provision is made before transition. The Site Manager undertakes a monthly review of the school's Accommodation Audit to ensure that accessibility for children with a disability is not restricted. The school development plan (SDP) identifies any access areas that need improving. There is a strategic plan of routine maintenance and improvements (five year cycle).

A designated teacher (Deputy Headteacher) has responsibility for ensuring that relevant health data from the Primary Health Care Trust (PCT) and the Joint Information Link (JIL) better informs strategic planning. A profile of children with disability is updated at the beginning of each term and stored on SIMs.

All staff receive information about children with SEN and disability to ensure that they have the best opportunity to access the curriculum and physical environment of the school. Outcomes for these children are analysed and used for future planning. These include:

- accredited learning; end of year and end of Key Stage outcomes
- participation in extra-curricular activities
- participation in trips, including residential
- wider outcomes in the ECM agenda.

Views of those consulted during the development of the plan

Access to the curriculum

In order to ensure that it is made easier for children to learn in our school, we ensure that:

- there is an enthusiastic and helpful LSA in the classroom
- seating positions are based on need
- the teacher is inclusive and ensures all children are involved in question and answer sessions
- there is an appropriate curriculum which is flexible to children's needs and pace
- there is access to appropriate specialist equipment to support children's needs
- children are part of a school with a caring and inclusive ethos and a happy, safe and exciting environment
- the school's SENCo ensures that the children have well planned IEPs
- children have access to extended school provision
- children are disapplied from inappropriate parts of the National Curriculum when necessary.

"An IEP is the outcome of a meeting between parents, school, staff and any other person(s) involved. The child will also contribute to the meeting. A copy of The IEP is kept by the SEN Service as well as the school and family." (Taken from our inclusion and SEN policy reviewed October 2010.)

Responding to 'what makes it better?' (highlighted as best practise from the Accessibility Strategy 2009-2012 from Hampshire County Council Children's Service Department SEN Service March 2009.)

- we endeavour to ensure that the school receives adequate funding and resources
- we ensure that all specialist facilities and equipment is adequately maintained
- we endeavour to ensure that there is minimal change of teachers/LSA throughout the day
- we ensure that children are included in mainstream education as much as possible. This includes topic work, physical activity, music and drama
- we ensure that there is good communication between the class teacher and the PPA teacher / supply teachers (when necessary)
- we ensure that there is ELSA available for the children if necessary
- we ensure that there are quiet areas for 'chill outs'.

Physical access

What is it about the buildings and grounds that make it easier to get around and to learn?

The school ensures that the following facilities are available to children:

- ramps for wheelchair access
- a lack of steps
- toilets and a shower designed for children with disabilities
- a field which is softer to play on than concrete
- good wheelchair access the toilets facilities – a hoists is also installed in the room
- 'outside' classrooms – raised gardening area, wooded area, pond and activity playground
- sensory garden (part of the development plan)
- good signage/pictures/symbols around the school
- the whole school being on one level
- play areas adapted for children with physical disabilities
- not moving furniture around excessively so that children become used to where it is and don't bump into it
- clear 'people movement rules' between class areas / footpaths
- light, bright walls
- wide corridors.

Responding to 'what would make it easier?'

- the school can provide small, individual teaching/counselling/therapy/rest rooms
- using high visibility yellow paint to warn people of possible dangers
- lighting and sound levels that are sensitive to children with sensory impairments
- quiet outdoor areas
- there are separate play areas for younger/older children if necessary
- wheelchair users are able to park close to the school
- we ensure that specialist equipment is available
- we have low, dropped kerbs to facilitate wheelchair access.

"Guillemont Junior School is fully committed to the 'inclusive' principle of the DDA. The School building is adapted to accommodate people in wheelchairs and also is fitted with a toilet for disabled people. The new medical room will enable physiotherapy to take place with increased privacy. Showering facilities are also available if needed. Doors are wide enough for wheelchair access and the building is particularly suitable, being single storey. Door thresholds are level and exits are sloped gently for safety. Internal doors are magnetically held open (will close when the fire alarm bell goes) so that persons in wheelchairs can move around the building independently. The school has three dedicated disabled parking bays." (Taken from the Inclusion and SEN policy reviewed in October 2010.)

Access to information

When instructions or information are given out or used in the classroom, is it in a form your child can understand?

The school ensures that:

- the teacher/LSA translates it into a form the child can understand
- when necessary, the use of Makaton, PECS, schedule boards and English throughout the day making learning easier. We have a trained LSA in the LU.)
- that instructions are differentiated appropriately and auditory aids, visual aids and vision timetables are used when necessary

Responding to 'what could be done to make things easier?'

- we ensure that when children are taught in the open plan classrooms, the teacher/LSA regularly check that they have understood what has been said
- that the use home-school link books to provide information to help to reinforce things at home
- we ensure that children know that any member of staff will help with information if it is not understood
- that the SENCo regularly monitors planning and has discussion with the child's teacher/LSA ensuring that they are accessing the curriculum
- we ensure that LSA support is always available
- parents can access the teacher by requesting an appointment, via email or via Hants Wizkid
- that there are regular visits from speech and language therapists
- that staff will be trained in Makaton if necessary
- that LSAs are trained and are able to use notes with symbols, pictures, simple words etc. to aid communication when necessary.

Access to participation

The school ensures that all children have access to a wide and challenging range of activities. These are available on the school website.

Responding to 'what would have made it easier to help children take part in school activities?'

- the school ensures that activities differentiated by development age rather than chronological age
- the school ensures that there is 1-2-1 support (e.g. LSAs or helpers) for after-school or outside school activities
- there are after-school clubs and activities available to all children
- if necessary, staff will be trained to use sign language to help communication
- the school ethos facilitating friendships
- the school applies flexible 'rules' for sports and games to take into account children's special needs
- our school's uses imaginative lesson plans in PE for children with poor hand-eye co-ordination
- there are transport facilities to allow children to attend after-school clubs and activities
- we ensure all staff knowing about and understanding the nature of a child's needs / difficulties
- we plan for early contact with our partnership schools so that all transition issues are addressed and that KS1 children can take part in activities at Guillemont and that children are already known to our current children. Similar arrangements are in place at the secondary school when they move
- we are able to adapted board games using large print and cards which VI and sighted children can use. One of the school's playgrounds has large numbers and letter suitable for VI children.

The main priorities in the school's plan

Introduction

A number of key initiatives give guidance both nationally and locally. This policy draws on the main priorities in the local authority's strategy to increase access to the curriculum for disabled children. A list of abbreviations are given in Appendix 1. This list supplements those given in the Education Act 1996.

Increasing the extent to which disabled pupils can participate in the school curriculum

The ongoing curriculum review and development will ensure that all staff with specific responsibilities embed the priorities of the Accessibility Plan into the curriculum. A designated teacher (Deputy Headteacher) will monitor the curriculum to ensure that disabled children have access to recreation, free access around the school, specialist events (eg. charity days and the firework display), sports day, school visits, extra-curricular activities, before/after school clubs, school trips and residential visits. The SENCo will ensure that specialists, such as speech and language therapists and educational psychologists are also consulted, their views evaluated and advise pertinent to our children, incorporated into planning. The SENCo will ensure that disabled children get access to the formal taught curriculum of the school day and beyond. Expertise from our partner schools and cluster group will be used, when ever possible, to increase access to the curriculum. The ICT leader in the school will ensure that appropriate opportunities for types of learner are embedded in to the curriculum.

We foster positive attitudes and relationships, and shared sense of cohesion and belonging. We intend that our policies, procedures and activities should promote positive attitudes towards disabled people. That there are good relations between disabled people and non-disabled people. That there is an absence of harassment of disabled people and positive interaction, good relations and dialogue between groups and communities... (An extract taken from Community Cohesion including Equality reviewed February 2010.)

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

The school regularly reviews the physical environment (monthly). The site manager has responsibility for coordinating any issues relating to the buildings access for physically disabled children. This includes maintenance and improvements to:

- lighting
- signage
- floor coverings
- toilet and shower facilities for disabled children (and adults)
- access routes through the school
- emergency evacuation procedures for children with disabilities. The Site Manager is also the fire marshal
- specialist equipment and furniture
- the high visibility yellow paint used to warn children of potential hazards around the school site.

The school is able to access appropriate funding sources, when necessary, to secure additional resources to improve the physical environment for disabled children. These include:

- the School Access Initiative (SAI)
- the appropriate use of devolved formula capital funding
- funding linked to the 'Access to Work' programme – where alterations are needed to the physical environment to improve access for a disabled teacher.

At Guillemont, we have an inclusive ethos. We use our creativity to ensure that all sources of funding are used efficiently so that improvements for all children are often of direct benefit to disabled children.

Creative ideas may come at low cost or no cost. Raised flower beds and the planned sensory garden and greenhouse (made of recycled plastic bottles) illustrate this point.

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

The school regularly reviews the needs of all children and special emphasis is placed on those with any type of disability. Currently, this includes specialist teacher training for visually impaired children. There is a designated teacher with responsibility for visually impaired children. Part of this role includes the production of information, given to non-disabled children, in an appropriate format related to their needs. This includes:

- enlarged timetables, worksheets, information handouts, notices and text needed to access the curriculum such as extracts from books and poetry
- enlarged dictionaries, library books and examination papers
- support for visits and residential trips
- the SENCo simplifying the language when the child has an additional learning difficulty
- consultation with parent/carers to establish preferences.

The school will make similar provision for hearing impaired children.

Making it happen

Management, coordination and implementation

The planning process

The Accessibility Plan is written in conjunction with our Inclusion and Special Educational Needs policy and our Community Cohesion and Equality policy, as such, they should be read alongside these. All policies are shared with all staff. Copies of the policies can be accessed via the school's computer network (in the shared areas). Copies are also posted on the school's website and are available to all members of our community and beyond. Staff are periodically involved in refresher training about all policies and a register is kept of 'who and when'. All staff have the opportunity to give feedback about this policy (and any others). The Headteacher coordinates this feedback. Reports, from specifically identified staff in this policy, are submitted to the Safeguarding Committee of the Governing Body as part of the review process. The policy is then reviewed by the committee where the Headteacher/Deputy Headteacher can be challenged. Once agreed by the Safeguarding Committee, the Accessibility Plan is put before the Full Governing Body for further challenge if necessary. Once ratified, the policy is then implemented. The Accessibility Plan is reviewed bi-annually. Successful implementation of the policy should be evident by:

- children making good progress in relation to their starting points and that their achievements are in line with those of children with similar difficulties
- the teaching enables the children to learn and inspires them to think for themselves and enjoy learning
- children make positive contribution to the school community
- effective and efficient use of resources
- satisfaction of parent, children, staff and governors.

Ofsted (Reference no. HMI 2276) give the criteria for children making good progress in relation to their starting points and that their achievements are in line with those of children with similar difficulties. These are listed in Appendix 2.

Coordination:

We are careful to ensure that the Accessibility Plan is integrated with other responsibilities under other legislation. These includes:

- SEN legislation since most disabled children will also have special educational Needs (SEN). The effectiveness of the school's provision to meet SEN will therefore have impact on the progress of disabled children
- Other parts of the Disability Discrimination Act 1995 (DDA) regarding duties towards the general public, in Part 3, and to staff in Part 2.

The designated teacher (Deputy Headteacher) will have responsibility for this coordination.

Appendix 1.

- Hampshire Inspection and Advisory Service (HIAS)
- Hampshire Education Psychology Service (HEPS)
- Specialist Teacher Advisory (STA) Service
- Speech Language and Communication Needs (SLCN)
- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties (SpLD)
- Autistic Spectrum Disorders (ASD)
- Physical Disabilities (PD)
- Hearing Impairment (HI)
- Visual Impairment (VI)
- Severe Learning Difficulties/Profound and Multiple Learning Difficulties (SLD/PMLD)
- Behavioural, Emotional and Social Difficulties (BESD)

Appendix 2.

- at least 80% make the nationally expected gains of two levels at KS2
- 78% of children who begin KS2 at Level 1 in English achieve Level 3 by the end of KS2
- Children withdrawn for substantial literacy support make an average of double the normal rate of progress
- The attendance of children with special needs is good (above 92%) and unauthorised absence is low.