

## Church Crookham Junior School

### SCHOOL ACCESSIBILITY POLICY

<b>Name of School</b>	Church Crookham Junior School
<b>Date of Policy Issue/Review</b>	2023-2026, Reviewed Spring Term 2025

#### **Rationale**

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our school plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

The Accessibility Plan is up to cover a three-year period. The plan is updated annually.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At Church Crookham Junior School we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimisation (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

Definition of special educational needs In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have 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 facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

#### **Aims**

The Accessibility Plan will contain relevant actions to:

1. Increase the extent to which pupils with disabilities can participate in the curriculum
2. Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
3. Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND). The Accessibility Plan helps to ensure that our provision meets the needs of all pupils. Any additional information/audits which will inform improving our practice can be included in our Accessibility Plan.

## Accessibility Plan for Church Crookham Junior School 2023-2026

### AIM 1: To increase the extent to which pupils with disabilities can participate in the curriculum

Priority Areas	Actions to be Taken	Responsibility	Time Scale	Achievement
Training for staff on increasing access to the curriculum for all pupils.	Training such as: Epipen, diabetic training, hearing impairment, understanding pupil's wellbeing and mental health needs, especially for pupils new to the school. Use of training from Hants. PBS and Team Teach training.	SLT/SENCO	In place and ongoing	Jan 24 – completed & ongoing as required.
From work in the sector-led initiative on dyslexia, dysgraphia and dyscalculia – develop practice based on Quality First Teaching. Evaluating results in school practice.	Separate action plan created for this to release the funding from Hampshire County Council.	HT/SENCO	Spring 2023- Spring 2025	Jan 25 – completed & shared the practice with other schools in Spring 2025.
Effective use of resources and specialist equipment to increase access to the curriculum for all pupils.	Strategic deployment of staff/intervention teachers/resources, use of talk tins, adapted pens/pencil grips, use of clicker, dictation software	SENCO/SENCO Assistant	Spring 2023 & then ongoing	Jan. 24 this is ongoing.
Adaptations to the curriculum to meet the needs of individual learners	Individual programmes (e.g. OT, SALT, etc.) which are in place but also other therapies, such as art therapy, etc. and even use of Alternative Provision for some individual pupils.	SENCO/SENCO Assistant	Termly	Jan. 25 achieved but still ongoing.
Effective communication with parents	Already have termly meetings and annual review meetings with SENCO but need to develop other opportunities, such as parent workshops.	SLT/SENCO	At least annually	Jan. 24 have included more parent workshops this year Jan. 2025 included parent questionnaires, more workshops and clearer programme for transition between year groups.
Review any out of school activities or events and ensure reasonable adjustments are made to enable all pupils to participate in them successfully.	Risk assessments and review provision that external providers have. Review events like PTA discos, etc. and any individual support needed to ensure that they are able to participate in them.	SLT	Termly	Jan 24 & 25 continue to do this and this still an action which is ongoing.

Priority Areas	Actions to be Taken	Responsibility	Time Scale	Achievement
Gather views and experiences from pupils.	Gather information from pupil interviews, feedback on current provision and ideas for improving provision, especially according to needs of some individual pupils (such as a pupil with hearing impairment)	SLT/SENCO	Each Term	Action completed but not termly and at least once a term.

**Aim 2: To improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided**

Priority Areas	Actions to be Taken	Responsibility	Time Scale	Achievement
Provision of wheelchair accessible areas, such as exit/entrance to music room which is a step and not a ramp.	Review areas and identify accessibility – report to Governors via the Resources Committee to discuss	SLT/SENCO	In place and ongoing	Spring 2025 – still a step
Ensure all opportunities for parents/carers/visitors to access school are included in invitations/information.	Separate action plan created for this to release the funding from Hampshire County Council. This includes training, learning walks and sharing good practice.	HT/SENCO	Spring 2023-2025	Jan 24 this is ongoing, sometimes don't always include this and should!
Review access to school for specific areas, such as visual or hearing impairment.	Involve pupils/adults, etc. to ensure that any additional work is needed would help meet needs (for example, coloured bands on the column in the Y4/5 building to help visually impaired move safely around the site)	SENCO/SENCO Assistant & Resources Committee	Spring 2026	Jan. 25 Reviewed this and not evidenced needing anything additional.
Review entrance to site and how accessible school site is.	Review parking, lighting and gates to entrance to school via gates which need opening manually, as to whether additional resources should be used to improve these.	Resources Committee	Autumn 2023 & ongoing	Jan 25 – did look at costing of electronic gates in 2023 and too expensive. Have looked at
Review uneven areas covered by grass and pathway needed for Acorn Centre	Review more accessible areas – such as artificial grass or pathways installed between classrooms.	Resources Committee/HT	Spring – Summer 2023	Jan. 25 new paths installed in April 24.
Consider facilities for baby changing	Should a baby changing facility be created in accessible toilet? Could PTA fund this?	Resources Committee	Spring 2025	Jan 25 to discuss with PTA.
Review any out of school activities or events and ensure reasonable adjustments are made to enable all pupils to participate in them successfully.	Risk assessments and review provision that external providers have. Review events like PTA discos, etc. and ensure that there is equality of opportunity for all pupils.	SLT/AH	Spring 2023 onwards	Jan 2025 This in place.

<b>Priority Areas</b>	<b>Actions to be Taken</b>	<b>Responsibility</b>	<b>Time Scale</b>	<b>Achievement</b>
Gather views and experiences from pupils.	Gather information from pupil interviews, feedback on current provision and ideas for improving provision, especially according to needs of some individual pupils (such as a pupil with hearing impairment)	SENCO/SENCO Assistant	Summer 2023 and annually afterwards	Jan. 2025 This is in place.
Look to improve rooms with poor acoustics	Look at the Cookery Room and two classes in Year 4 where acoustics are poor and would benefit from sound boards?	Resources Committee/HT	Summer 2025	Jan 2025 – have details of items to install to remove the effects of the sound.

**Aim 3 : To Improve the availability of accessible information to pupils with disabilities**

<b>Priority Areas</b>	<b>Actions to be Taken</b>	<b>Responsibility</b>	<b>Time Scale</b>	<b>Achievement</b>
Provision of written material in alternative formats	Display information for parents and leaflets accessible. Provide translated documents where appropriate.	SLT/SENCO	In place and ongoing	Jan 25 – This is completed less as most documents are online and parents tend to use Google Translate.
Appropriate use of resources to support pupils	Reading pens, talk tins, etc. see earlier actions. Continue to use widget to help pupils with understanding of vocabulary in lessons.	SLT/SENCO	Ongoing	See above.
From work in the sector-led initiative on dyslexia, dysgraphia and dyscalculia – develop practice based on Quality First Teaching. Help ensure that information is presented in a dyslexia-friendly format.	Separate action plan created for this to release the funding from Hampshire County Council. This includes training, learning walks and sharing good practice.	HT/SENCO	Spring 2023-2024	Jan 2025 – changed format of newsletter to support this.