



Nook Lane Junior School

Accessibility Plan

Revised Summer 2018

Date for review Summer 2021

To be included as part of Nook Lane's Disability Equality Scheme

Values

The Accessibility Plan has been drawn up in consultation with the local authority, pupils, parents and carers, staff and governors of the school and covers the period from June 2018 - June 2021.

We are committed to providing a fully accessible environment which values and included all pupils, staff and 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.

Nook Lane plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment which may assist these pupils in accessing the curriculum.
- Improve the delivery of **communication** to pupils, parents and carers and visitors with disabilities. Examples might include - handouts, timetables, textbooks, and information about the school and events. The information should be made available in various preferred formats within a reasonable time frame.

Consultation

In developing the Accessibility Plan the following will be consulted:

- Governing body
- Premises Officer
- SENCO
- Head teacher and staff
- LA
- Pupils
- Parents

Linked documents

- Curriculum policy
- Teaching & Learning policy
- SEND policy
- Inclusion policy
- Positive Behaviour & Anti-Bullying policies
- School Improvement Plan
- Health & Safety Policy

Action Plans & Evaluations

As a result of consultation an action plan has been drawn up.

The action planning work will be overseen and co-ordinated by:

- *Governors Premises committee*
- *Governors Curriculum committee*
- *Head teacher*
- *Premises Officer*
- *Staff*

The plans will be available on request and will be published on the school's website.

Evaluation of the progress of the plans will be made by the governing body through an annual report by the school and relevant sub-committees. New plans will be drawn up every 3 years.

The advice and support of the Local Authority will be sought in implementing the plan.

Curriculum Access

Statement	Evidence	Action required
All teachers and TAs have the necessary training to teach and support pupils with a range of disabilities.	INSET/PDM records School Improvement Plan	Monitor training access and take up. SENCO support staff as needed Learning walks - include quality first teaching. Toolkit for staff - early identification support.
Classrooms are optimally organised for pupils with a disability.	As needed. Resources developed as identified by class teacher, SENCO and Teaching assistants.	Monitor through pupil progress meetings and SEN Support Plans/Annual Review meetings. Sensory walks completed for relevant pupils. Integrated Resource checklist for environment monitoring.
Lessons provide opportunities for all pupils to achieve - they are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate.	Curriculum planning - SEND, most able pupils considered and planned for. Lesson observations. Learning Walk feedback. SEN Support Plans Co-coaching/peer observations	Monitor all evidence. Book scrutiny TA observations Lesson observations.
All pupils are encouraged to take part in music, dance and other physical activity groups.	Club registers and feedback from pupils.	Monitor club registers. Monitor feedback from curriculum groups and School Council. Sports report - annual
Staff recognise and plan for additional resources needed to support pupils with additional needs.	Teacher planning. SEN Learning Walk feedback IEPs and review meeting notes Evidence in classrooms.	Weekly Inclusion Team meeting and liaison with Head of IR. Outside agency reports - advice and suggestions.
ICT software has been bought to suit a range of learning needs and abilities.	Communication In Print, Clicker 7, Wordshark, Numbershark, RM Maths, Accelerad, Phoneme Tracker, iPads, Easi-speaks.	Continue to monitor effectiveness of ICT and consult with outside agencies regarding new software.
School visits, including residential, are accessible to all pupils, regardless of attainment or impairment.	Attendance information for trips and residential. Risk assessments. Care plans for pupils with additional needs attending residential.	Monitor registers of attendance.
All staff have high expectations for all pupils.	Lesson observations OFSTED report Learn Sheffield review report SEN Support Plans Pupil progress notes	The progress of all pupils is monitored through termly Pupil Progress meetings and review meetings, Annual Reviews and Pastoral Support Plans (PSP) meetings - continue to monitor outcomes of meetings/ data

All staff strive to remove barriers to learning and participation.	Staff meeting focus - Equality Lesson observations Curriculum planning Club registers Trip and residential information. Participation in sporting events outside school. SEN learning walks Pupil Progress notes/actions Review notes/actions Behaviour plans/PSP notes	Monitor staff access to appropriate training. Learning walks.
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Physical Access

Statement	Evidence	Action required
All areas are well lit.	Daily overseeing by premises manager.	Audit by Health & Safety LA personnel with premises manager and HT
Clear signage is used on the exterior of the school for visitors.	Signage evidence	
School liaises with outside agencies to provide a safe environment for pupils who are Visually Impaired (VI).	Communication with VI staff usually kept with child's file.	Share termly monitoring forms from VI with all staff.
Emergency and evacuation systems inform all pupils. Alarms are loud.	Fire practice every term to ensure all pupils access alarms.	Risk assessment for pupils who are hearing impaired/disabled. Mobile classrooms - linked to alarm system?
Pathways around school are clear and well signed. Parking arrangements are logical and safe.	Premises manager files	Signage regarding parking. Disabled parking
Toilets are available for pupils with disabilities.	Disabled toilets are available in 2 classrooms in school.	Inform visitors and new pupils/families where they are.
Corridors and doorways are wide enough to accommodate wheelchairs.	Accessibility audit - annual, established door frames wide enough for wheelchair usage.	
Information is provided to visitors to school regarding disabled access.	Signage by school gate requesting visitors to inform the office if they need additional support.	Develop sentence relating to special requirements needed for visitors with disabilities for letters.
Path leading down to school ensures accessibility for people with a disability or people with prams.	Ramped access adjacent to steps on approach to the school building.	Explore funding for continuation of path leading to the school entrance.
The layout of school areas allows access for all pupils - classrooms, hall, library, outdoor play areas, dining hall, reception.	One level school. Ramps to Y5, IR, Y4 and Y3. Path down to school playground Wide door frames for wheelchair access. Limited steps for wheelchair users. Disabled toilet.	See above
Steps taken to reduce background noise for HI pupils by considering where child is seated in class, use of carpets.	Teacher planning. SEN Support Plan	Continue to audit needs of pupils through pupil progress meetings and review meetings. Learning walks for individual children/advice from outside supporting agencies.

Information requested on entry into school form regarding anyone in the household with a disability.	Data on child information forms.	
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Access to information

Statement	Evidence	Action required
Parents/carers can choose to receive communication by Parent Mail - email or paper copies.	Almost all parents are registered on Parent Mail. Paper copy list of parents. Separated parents both receiving copies of information relevant to their child.	As new pupils join the school, transition points or new children joining throughout the year, ask how they prefer to receive information.
The school ensures that in lessons and parent meetings, information is presented in a user-friendly way - reading aloud, PowerPoint presentations, without using jargon.	Use of Rebus/Communication In Print Website updated regularly. Jargon-free and acronyms explained. Feedback from questionnaires, including additional needs questionnaires.	Questionnaires to pupils and parents - end of year additional needs questionnaires for parents and pupils.
The school will liaise with support services and other agencies to provide information in simple, clear language, symbols, large print, or in Braille for pupils/parents who may have difficulty with the standard printed format.	As needed - communication kept in child's file. Makaton trained staff Communication In Print used for transition books for pupils in the Integrated Resource. Photos used in transition books.	Audit need every year.
Separated parents both access all information regarding their child's progress at school.	Parents' evenings Special assembly invitations. IEP letters. End of year reports.	Monitor families as they arrive at Nook Lane. Revise list of parents that are separated.

Structures in place to facilitate open communication with parents

- Parents' evening meetings
- SEN review meetings - autumn, spring and summer
- Parent Advice Forms for SEN Reviews
- End of year feedback by parents of pupils with SEN
- Report feedback at end of year by parents
- Meetings about residential
- School questionnaires e.g. Leading Parent Partnership Award
- Evaluation of transition
- Informal - phone calls home

- Home/School books
- Special assemblies/events/concerts
- Newsletter
- Home learning letters
- Coffee mornings