

Accessibility Plan

Co-ordinator: Louise Webster

Last review: 2014

Next review: 2017



John Ruskin School and Language Classes Accessibility Plan 2017-18

1. Introduction

1.1 Background

In July 2002 the Department for Education and Skills produced a guidance leaflet, Accessible Schools: Planning to increase access to schools for disabled pupils. The purpose was to explain the duty to schools and Local Education Authorities of planning for improved access to education and educational achievement by disabled pupils.

1.2 John Ruskin Accessibility Strategy

This accessibility plan has been produced in accordance with the DfES guidance (July 2002) following an audit of provision for disabled pupils at John Ruskin School and in discussion with the Teacher in Charge of the Language Unit and the SENCo.

1.3 What is an accessibility plan?

An accessibility plan is a strategy or plan for:

- a) increasing the extent to which disabled pupils can participate in the school curriculum
- b) improving the physical environment of schools to increase the extent to which disabled pupils can take advantage of education and associated services; and
- c) improving the delivery to disabled pupils of written information which is provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats which take account of views expressed by the pupils or parents about their preferred means of communication.

2. Increase the extent to which disabled pupils can participate in the school curriculum

2.1 Introduction

The curriculum covers not only teaching and learning but the wider curriculum of the school such as participation in after school clubs, leisure, sporting and cultural activities or school visits.

Curriculum access is considered at the 'whole school' level to remove barriers to learning.

This is explained on page 29 of Equality Act 2010 and schools, published by the Department for Education (DfE)

2.2 Current provision at John Ruskin School

At John Ruskin School our policy of inclusion means children with disabilities are included as a part of their assigned class, working alongside and with their peers and participating in the sessions planned for by the class teacher. Some children are directly supported by a Teaching Assistant according to their needs to allow access to the curriculum and activities. This is directed and supported by the class teacher. Our children in the Language Unit also integrate into mainstream classes appropriate to their age.

Our SEND policy is developed with accordance to the SEN Code of Practice (January 2015)

We are committed to providing a broad and balanced curriculum for all pupils making use of the National Curriculum 2000 document and QCA guidelines. All policies make reference to meeting the needs of children with special educational needs through planning and teaching.

Lesson planning includes differentiation of tasks for varying needs and abilities and quality teaching materials suitable for the individual are made available, e.g. enlarged texts for visually impaired children. All children are encouraged to participate in the whole curriculum with support as is relevant and necessary for the child. School visits and after school clubs are open to all.

Currently training is organised and made available to staff as the need arises. As soon as the school is aware of a child's particular need before they join the school, training is organised wherever possible for the whole staff and also for the identified Class Teacher and Teaching Assistants. Also courses are made available annually as the child moves through the school to support and update the Teaching Assistants and Teachers.

All Teaching Assistants are a part of the annual performance management review cycle and through this individual targets are set and their training needs are identified which in turn aids the children they support.

2.3 John Ruskin Strategy plan for participation in the curriculum

	TARGET	WHO/WHEN	STRATEGIES	OUTCOME
2.3.1	To continue to monitor reasonable adjustments made to support the inclusion and provision for children with disabilities	Equalities coordinator- ongoing	Use 'reasonable adjustments' training to support and advise teachers and support staff on ways to include children with disabilities. To ensure policies identify opportunities for inclusion of special provision. Impact assessments.	Reasonable adjustments are made where possible. Impact assessments are completed for new policies, supporting staff to identify opportunities for inclusion of special provision.
2.3.2	To improve the number of SEN children achieving in reading.	Teachers/SENCo/SMT	Identify and monitor key skills, Intervention groups, books which provide additional support, such as large print.	Outcomes of reading assessments show progress from base line assessments Observations and book scrutinies show evidence of children making progress in identified areas.
2.3.3	To continue to identify specific training needs through Performance Management reviews	All Performance Management reviewers throughout the year	Identify training through Performance management reviews.	Staff receive appropriate training to ensure they can provide the best support for the children.

3.1 Introduction

This section includes improvements to the physical environment of the school and physical aids to access education.

3.2 Current provision at John Ruskin School

At John Ruskin access to the physical environment of the school is through the main front entrance which has step free access to the office area and the ground floor. Within the office area the reception desk has a low level section that is designed to support wheelchair access and a disabled access toilet is available here that meets with DDA requirements. The Island building and Brandon Nursery building have ramps either permanently installed or available when required to access the group floor. John Ruskin school has a further 3 floors and the language unit is located on the first floor of the Island building. Appropriate measures and support are put into place for any child or adult with accessibility difficulties.

The kitchen is currently being relocated from the first floor to the ground floor to improve accessibility for all children.

Both entrances to the school playground from the street are step free.

Floor coverings in classrooms are a mixture of lino and short pile carpet which would allow easy wheelchair movement. All three halls have smooth wooden floors. There is also some flexibility for organising classroom furniture as tables, chairs, book shelves and drawer units are all freestanding.

Physical aids to education in school include access to photocopying facilities for enlarging texts and reproducing texts on different coloured backgrounds. Some children have raised desks, individual booths and seat adjusters to support their learning.

The school has access to borrow/purchase recommended furniture, such as specialist chairs from the Education Support Service – we have a range of table sizes and designs available in school.

3.3 John Ruskin strategy plan for improving the physical environment

	TARGET	WHO/WHEN	STRATEGIES	OUTCOMES
3.3.1	To investigate and purchase specialist equipment and aids such as pens, seat cushions, pencils and computer keyboards as requires.	SENCo	To follow advice from other professionals involved in children’s care and to identify needs and solutions to children with disabilities accessing the physical environment and curriculum.	Specialist equipment available in school.
3.3.2	To make the first floor kitchen and dining room accessible to all.	Governors/Head teachers/Senior leadership team/Equalities coordinator	Relocate kitchen to the ground floor. Convert an unused classroom off the bottom hall into the kitchen and the bottom hall to become the dining room.	New kitchen accessible to all

4. Improving the Delivery of Information to Disabled Pupils

4.1 Introduction

This section involves planning to make written information normally provided by the school to its pupils available to disabled pupils.

4.2 Current provision at John Ruskin Primary School

Staff are available at the start and end of the day either within classes or at the office. This allows for dissemination of any information as necessary to individual parents and for them to be able to request provision of information in varying formats. Similarly parents are able to request spare copies of letters and enlarged copies for pupils / carers with visual impairments. Parents have access to the school App service which supports hearing impaired carers. We have had a whole school focus on learning Makaton and as a result we have both adults and children who are able to communicate in this. We have staff who speak a number of languages and are often available to support during parent interviews, meetings and school performances as appropriate.

The school also has access to advice from the Education Support Service for provision of information for pupils.

4.3 John Ruskin Strategy Plan for improving the delivery of information to disabled pupils

	TARGET	WHO/WHEN	STRATEGIES	OUTCOME
4.3.1	To develop the use of the App and website for providing easy access of important information to children and carers.	Business manager/head teachers/ICT team/Equalities coordinator	Have important information available on both the website and App so that children and carers can enlarge it as they need.	Information available through school website and App.
4.3.2	To provide communication in print signs to make all accessible to children.	LU staff	Use communication in print program to make all signs accessible to children.	Signs include communication in print where appropriate.

5. Procedures for Review

This plan will be reviewed annually by the Equalities Coordinator and shared with staff and governors to evaluate progress against the goals and targets set and to set further goals and targets for the next year.

Policy Ratified By Governors:

Review date: March 2017