

Castleford Park Junior
Academy
Accessibility Plan
2015-2018



Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

'A person who has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA 'substantial' means 'more than minor or trivial'.

'Long term' means 'has lasted or is likely to last more than 12 months.'

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- ✓ Mobility
- ✓ Manual dexterity
- ✓ Physical co-ordination
- ✓ Continence
- ✓ Ability to lift, carry or otherwise move everyday objects
- ✓ Speech, hearing or eyesight
- ✓ Memory or ability to concentrate, learn or understand
- ✓ Perception of risk of physical danger.

Our planning addresses the following areas:

- **Physical facilities** - addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors
- **School curriculum** - including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.
- **Support services** - access to services within and external to the school to support families where a disability is identified
- **Awareness** - building awareness of staff through training and development and heightening children's awareness of issues related to disability
- **Communication of information** - how information is communicated within school and to a wider audience and supporting access to Communication for families with a pupil or parent identified as having a disability.

Physical Facilities	Process for identifying barriers
	Action planning following site inspections by relevant personnel (e.g. Site manager, SEN governor) Feedback from users of the school via annual questionnaires to all stakeholders Needs review for enrolment of pupils through discussion with the Head teacher or liaison with LA Inclusion Service Review of Statements, Education Health and Care plans, One Page Profiles, Care Plans, Risk Assessments or Personal Education Plans (or equivalent document) for pupils with SEN/D
	Summary of Progress to date
	Hearing loop installed
	Objectives for improvement 2015-2018
	Door threshold ramps to be provided where required Emergency Evacuation Plans written and available Visual fire alarm system for pupil/adult toilets as and when required Where classes are painted under routine maintenance, to include contrasting colours to support sensory needs
	Monitoring of plans
	This plan to be monitored by the governing body, the SEN/Inclusion team and other relevant staff annually.

School Curriculum	Process for identifying barriers
	Monitoring of class teaching, learning support and impact on progress Data analysis by teachers and SLT at termly pupil progress meetings Review of Statements, Education Health and Care Plans, Care Plans, Risk Assessments, One Page Profiles (or equivalent document) for pupils with SEN/D Feedback and input from parents at consultation meetings and external agencies when supporting pupils in school Governor visits, SIP visits, learning Walks
	Summary of Progress to date
	Robust monitoring systems in place and all groups of pupils closely tracked and monitored by SLT. Target Tracker system now in place for all subjects from Sept 2015, B Squared and Wakefield progression steps assessments are used for SEN/D detailed assessment New ICT system in place with hardware and software that supports pupils with SEN/D e.g. Clicker 6, ipads touchscreen technology New National Curriculum and assessments procedures in place. Literacy Leap Silver awarded by the British Dyslexia Association.
	Objectives for improvement 2015-2018
	Deliver training at staff meetings, phase meetings and TA training to ensure best practice around meeting the needs Share all class data with every teacher/TA-class or 1-1 Staff training to be matched to the priorities determined by current school population (e.g. currently have pupils with ASD/ADHD) Audit attendance/membership of school clubs by pupils with SEN/D to ensure full access
	Monitoring of plans
	This plan to be monitored by the governing body, the SEN/Inclusion team and other relevant staff annually.

Support Services	Process for identifying barriers
	Review of Statements, Education Health and Care Plans, Care Plans, Risk Assessments, One Page Profiles (or equivalent document) for pupils with SEN/D Advice from external agencies Requests and identified needs of pupils and parents through discussion, observation, feedback. Keeping up to date with local, county and national providers for support, e.g. Local parent support groups or services Governor visits, SIP visits, learning walks.
	Summary of Progress to date
	SEN Information Report on the school website. Staff training from CIAT and Learning Support to support staff with delivering 'Lego Therapy', Running Records for Reading and Fit to Learn Review Of One Page Profiles in conjunction with SENSS advice, termly Review of SEN register tri-annually Regular inclusion of monitoring of provision for SEN/disabled pupils in monitoring calendar
	Objectives for improvement 2015-2018
	Regular review of SEN register to identify new pupils and their parents Develop a system for signposting relevant support/networks to parents of pupils with SEN/D Research and maintain a directory of local parent support groups for children with SEN/D
	Monitoring of plans
	This plan to be monitored by the governing body, the SEN/Inclusion team and other relevant staff.

Awareness	Process for identifying barriers
	Observations of learning, pupil comments Feedback from pupils, parents, staff and visitors Questionnaires for Parent/carers, Pupils, Staff -Annually Curriculum and provision review Feedback from external agencies Concerns raised by teachers/TAs Governor visits, SIP meetings, learning walks
	Summary of Progress to date
	Curriculum reviewed and in place OPP meetings with relevant parents to ensure well-being of child remains paramount Assembly themes Disability Awareness week built into the curriculum with key speakers invited in to speak to the children from the charity Kidzaware.
	Objectives for improvement 2015-2018
	Mark world awareness days by getting involved with suggested events/activities in school (e.g. 'No Pens Day' - for raising awareness of Speech and Language difficulties, ASD Awareness day. Disability awareness week etc.) Review PSHE curriculum to monitor the extent of disability awareness covered by it. Training for staff on the Equality Act Whole staff training on a range of SEN/D in line with current and future needs.
	Monitoring of plans
	This plan to be monitored by the governing body, the SEN/Inclusion team and other relevant staff.

Communication	Process for identifying barriers
	Feedback from pupils, parents and other users including emails, questionnaires, OPP meetings, minutes of Professional meetings, Annual reviews / Transfer reviews. Feedback from external agencies Review of One Page Profiles (or equivalent document) for pupils with SEN/D Impact of communication streams in ensuring pupil and parent understanding and participation
	Summary of Progress to date
	Half termly review of specific vulnerable pupils.
	Objectives for improvement 2015-2018
	Share content of individual provision maps at parent consultation evenings Termly update on SEN/D pupils at staff meeting and phase meetings to ensure all staff have latest relevant information on specific pupils with SEN/D 6 week Pupil Progress Data drilling down by SENCo/PP, Maths, Literacy Leaders- any emerging concerns Place SEN information Report on the school website Identify the relevant alternative forms of communicating key information and ensure these are available to parents as appropriate / needed Ensure pupil passports are being routinely shown to all supply teachers and new staff in school
	Monitoring of plans
	This plan to be monitored by the governing body, the SEN/Inclusion team and other relevant staff.

Signed

Mrs B. Townend Executive Headteacher Date: 15.9.15

Signed

Chair of Governors Date:

Signed

Mrs J Roberts SENCO Date: 9.9.2016

Review Sept 2018