



## Stoke Hill Junior School: Accessibility Plan 2023-2024

*Cc Head teacher, Caretaker (Andy Sinclair), Business Manager (Maria Giles)*

	Area of Need	Short Term	Person(s) Responsible	Action	Long term
<b>En vir on me nt</b>	Reduce trip or slip hazards	<p>Shoes to be kept on when visiting library</p> <p>Mats by door entry must lie flat</p> <p>Hazards to be removed/ placed to one side immediately</p> <p>Ensure designated crossing points/ dip kerbs are used by wheelchair users</p> <p>Check decking for slipperiness each morning + warn others/ put out of use if dangerous</p>	<p>Teachers/TAs/ Librarian</p> <p>Everyone</p> <p>Everyone, including children</p> <p>Teachers/TAs</p> <p>Caretaker</p>		<p>Monitor surface if needed sweep leaves off or pressure wash. If problematic, consider rubber paint</p>
	All trip hazards to be acknowledged/ highlighted	<p>Spray/cone off area around potholes</p> <p>Clear grounds of tree debris</p> <p>Make visitors/ children aware of trip hazards</p> <p>Continued use of traffic light system for field access</p>	<p>Caretaker</p> <p>Caretaker</p> <p>Everyone</p> <p>SLT</p>		<p>Continual grounds check, especially in autumn and winter</p>
	Ensure mobility aids are in place and working	<p>Replace the missing handrail in the entrance to the Y5 boys toilet from playground</p>	<p>Caretaker</p>		

	Trees to be kept trim	Gardener to cut back any overhanging bushes and branches	Aggett Bros		Long term maintenance
		Fell any trees which are at risk of falling in high winds	FBM / Contractor		Annual Tree Survey
	Ensure all entrance and exit points are clearly identifiable	Add tape around handles where necessary	Caretaker		Long term maintenance
		Explicitly identify and rehearse use of exit points, to include fire drills	Teachers/TAs		
Toilet spaces to be fully functioning	Maintain cleanliness of toilet facilities	FBM/Caretaker		To be reviewed as part of cleaning process, SEND meetings and OT/Physio visits	
	Audit Disabled toilet spaces – cleanliness, accessibility, obstacles, hygiene	Cleaning team TA/Senco			
Continued support for children with hearing impairment and Auditory Processing Disorder	Available SoundField Systems to be in use where children with HI or APD are present	Vicky		Regular check of equipment and PAT testing	
	Classes to have rechargeable battery kits	Class teachers, parents & TAs		Ensure SoundField system follows child(ren) through the school/Federation and are installed in an adequate position	
	Adult to wear Radio Mic for children with Active Listening Devices (ALD) when leading input	Teachers/SLT/TAs		Ensure relevant staff are trained in the use of Radio Mics/ALDs	
	Limit the noise from overhead projectors, heaters etc. Ensure children are positioned where they can lip-read/see teacher's gestures	Teachers/TAs			
	Be mindful of glare from light sources				

	Ensure children and parents can access the school and playground safely	<p>Keep leaves and debris off of surfaces</p> <p>Ensure that drainage is sufficient at top and bottom of slopes</p> <p>Check quiet area/wildlife area prior to use</p> <p>Use of Disabled Parking bay restricted to specific parents with blue badges</p> <p>No cars on site between 8:20am and 3:20pm</p> <p>5 mph speed restrictions</p>	<p>Caretaker</p> <p>Caretaker</p> <p>Caretaker, Class teachers &amp; TAs</p> <p>FLT/FBM</p> <p>Caretaker/Admin</p>		<p>Ongoing checks to ensure slopes are drained, cleared of leaves and debris and are identifiable</p> <p>Especially important during the Autumn and Winter months</p>
	Ensure children can access resources adequately	<p>Ensure that handrails are identifiable e.g. tape</p> <p>Continued use of Dyslexia-Friendly kit</p> <p>Add to the D-F kits as more resources become available</p> <p>Conduct class audits to ensure that Universal Provision in place/ resources are appropriate and appropriately used</p> <p>Conduct SEND reviews with teachers</p>	<p>Caretaker</p> <p>Senco</p> <p>Senco</p> <p>Senco</p> <p>Senco/SLT/ Teachers</p>		Paint all handrails in bright colours
	Ensure that obstacles along corridors are highlighted	<p>Ensure lighting is adequate in all corridors</p> <p>Lockers to be kept closed</p>	<p>Caretaker</p> <p>Everyone</p>		Ongoing checks
<b>Pe opl e</b>	Ensure all staff are aware of more vulnerable children in the school	<p>Continue to update and circulate 'Medical Needs' document/SEND register</p> <p>Continued use of CPOMS to document updates as well as safeguarding concerns</p> <p>Continue to ensure all staff are made aware of Behaviour Care Plans (BCP)</p>	<p>Senco Assistant</p> <p>Senco/FSW</p> <p>Senco</p> <p>Senco Assistant</p>		Start of the academic year and then updated termly

	Individual Healthcare Plans to be kept in lockable cupboard in First Aid Room			
Develop staff awareness and understanding of disability	<p>Maintain Epipen, Diabetes, Moving and Handling and Epilepsy training</p> <p>Continue regular Teaching Assistant CPD</p> <p>Offer TAs regular meetings</p> <p>Teachers/TAs to attend or contribute to TAF meetings/Statement and EHC Plan reviews</p> <p>Circulate the Accessibility Plan to staff members and ensure it is updated on school website</p> <p>Raise the awareness of SEND by :</p> <p>a) Diarising national awareness days</p> <p>b) Organising an SEND celebration/awareness events</p> <p>Create network groups for children e.g. Diabetes group, Deaf group</p>	<p>Senco Assistant</p> <p>Assistant Head</p> <p>Assistant Head</p> <p>Assistant Head</p> <p>FBM</p> <p>Senco</p> <p>TAs</p>		<p>Training programme</p> <p>Continue to review and update Accessibility Plan annually</p> <p>PDMs on specific aspects of SEND</p> <p>Assemblies to cover specific aspects of SEND</p>
Ensure that children & staff are kept safe and secure whilst in school	<p>PHSE input e.g. Stranger Danger</p> <p>Risk Assessments for Educational Visits</p> <p>Pre-visit locations to check accessibility, facilities etc</p> <p>Use of High Visibility jackets</p> <p>Gates to be locked between 8:20am and 3:20pm</p> <p>5mph speed limit on school site</p>	<p>Teachers/TAs</p> <p>Teachers/TAs</p> <p>Teachers/TAs</p> <p>Caretaker/Admin</p>		<p>Continual ground checks for litter, misuse/trespassers</p> <p>Explore visitors who can come in to school to lead on issues such as Stranger Danger, Road Safety, Online safety etc.</p>

		<p>Emergency procedures for vulnerable children</p> <p>Safeguarding procedures for visitors on site e.g. signing in, wearing lanyard, being met by staff member etc.</p> <p>Question strangers on site</p>	<p>Senco</p> <p>FBM/Admin</p> <p>All staff</p>		<p>Enforce mobile phone policy</p> <p>Continued communication with PCSO</p>
Curriculum	<p>Lessons are planned carefully to ensure that all pupils can access the curriculum</p>	<p>Continue to ensure that 'Planning Meetings' incorporate an SEND provision focus</p> <p>SEND Review meetings (termly)</p> <p>Look at books for evidence of differentiation Disseminate Universal Provision Checking Tool to help teachers support individual learning needs</p> <p>Conduct class audits to check Universal Provision</p> <p>Regular SEND update – emailed to Teachers, TAs and SLT</p> <p>Support staff in embedding EHCP strategies/provision</p>	<p>FLT/teachers</p> <p>Senco/FLT/Teachers</p> <p>Senco</p> <p>Senco</p> <p>Senco/FLT</p> <p>Senco</p>		<p>Explore supervision opportunities between teachers and Teaching Assistants</p> <p>Feedback audit findings/ arrange the necessary training and support with FLT</p>
	<p>Ensure <i>all</i> children can access displays</p>	<p>Adhere to the Federation Display policy</p> <p>Classroom checks via learning walks</p>	<p>Class teachers/TAs</p>		<p>Ensure Interactive Whiteboards are functioning adequately</p> <p>Consider the visual environment as part of ASD Audits</p>

Systems	Review and update system of safe movement around the school	Staff to reinforce calm, one side of the corridor walking  Declutter all public walkways  Ensure coats and belongings are kept in lockers	Everyone  Everyone, including the children  Everyone		Talk through aspects of being safe and respectful as part of PHSE curriculum  Continual checks
	All children with more complex SEND to have a Personal Care Plan	Personal Care Plans encompassing PEEP, Intimate Care Plan and Moving & Handling plan to be created and disseminated every Autumn and reviewed during the academic year	Teachers/Senco		Review during termly TAF/ EHCP meeting
	Ensure health and safety documentation surrounding children with more complex SEND is fully accessible	Personal Care Plans encompassing PEEP, Intimate Care Plan and Moving & Handling plan to be created and disseminated every Autumn and reviewed during the academic year  Teachers to readily access SEND files and complete read receipt  Update CPOMS with documentation/actions	Senco  Teachers  Senco/FSW		Review Personal Care Plans (comprising PEEPS, Moving & Handling Plans, Risk Assessments) as part of the Review/TAF
	Ensure that the 'Assess, Do and Review' process is clear and efficient	All actions from IT to be recorded on separate case-by-case documents and updates added to CPOMS  All parents to be updated re agreed actions  Ensure that the IT forms are fully complete with parents views/ pupil voice  Teachers to use the 'Graduated Response tool' to aid identification at IT referral stage	Senco/FSW  Senco/FSW  Teachers  Teachers		

		Refer back to GRT-Identification when considering progress	Senco/Teachers		
--	--	--	----------------	--	--