



## Stoke Hill Junior School: Accessibility Plan 2024

*Head of School, Site Team, SENCo and Federation Business Manager*

	Area of Need	Short Term	Person(s) Responsible	Action	Long term
<b>Environment</b>	Reduce trip or slip hazards	<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>Boiler room access kept clean and steps edges painted</p>	<p>Teachers/TAs/ Librarian</p> <p>Everyone</p> <p>Everyone, including children</p> <p>Teachers/TAs</p> <p>Site team</p>		<p>Monitor surface and 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>Site team</p> <p>Site team</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>Order and organise the installation of a continual handrail:</p>	<p>SENCo</p>		<p>Continual assessment of need for SEND children as they enter/progress through the school</p>

		a) from the reception area up to the Y5/6 corridor	Site team		Liaise with OT team
		Replace the missing handrail in the entrance to the Y5 boys toilet from playground	Site team		
	Trees to be kept trim	Gardener to cut back any overhanging bushes and branches  Fell any trees which are at risk of falling in high winds	Aggett Bros  Site team / Contractor		Regular maintenance
	Ensure all entrance and exit points are clearly identifiable	Add tape around handles where necessary  Explicitly identify and rehearse use of exit points, to include fire drills	Site team  Teachers/TAs		Regular maintenance
	Toilet spaces to be fully functioning	Maintain cleanliness of toilet facilities  Audit Disabled toilet spaces – cleanliness, accessibility, obstacles, hygiene	Martin / Site team / Norse  Cleaning team  TA/SENCo		To be reviewed as part of cleaning process, SEND meetings and OT/Physio visits
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  Classes to have rechargeable battery kits  Adult to wear Radio Mic for children with Active Listening Devices (ALD) when leading input	SENCo  Class teachers, parents & TAs  Teachers/SLT/ TAs		Regular check of equipment and PAT testing  Ensure SoundField system follows child(ren) through the school/Federation and are installed in an adequate position  Ensure relevant staff are trained in the use of Radio Mics/ALDs	

	<p>Limit the noise from overhead projectors, heaters etc. Ensure children are positioned where they can lip-read/see teacher's gestures</p> <p>Be mindful of glare from light sources</p>	Teachers/TAs		
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>Site team</p> <p>Site team</p> <p>Site team, Class teachers &amp; TAs</p> <p>FLT</p> <p>Site team/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. bright coloured paint</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 OAIP resources are appropriate and appropriately used</p> <p>Conduct SEND monitoring with HoS to support resource audits</p>	<p>Site team</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>Site team</p> <p>Everyone</p>		Ongoing checks

<b>People</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 Co-regulation plans</p> <p>Individual Healthcare Plans to be kept in lockable cupboard in First Aid Room</p>	<p>SENDCo assistant</p> <p>SENCo/DSLs</p> <p>SENCo</p> <p>SENDCo assistant</p>		Start of the academic year and then updated termly
	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/ 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>c) Working through OAIP objectives through the SIP</p>	<p>SENDCo assistant</p> <p>Assisstant Head</p> <p>Assisstant Head</p> <p>Assisstant Head / SENCo</p> <p>FBM</p> <p>SENCo</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>

		<p>Create network groups for children e.g. Diabetes group, Deaf group</p> <p>Consider Parent access to school events and meetings. To include adaptations for needs such as dyslexia and ADHD parents.</p>	<p>TAs / FSW / SENCo</p> <p>Everyone</p>	<p>Consider reasonable adaptations to include note taking.</p>	
	<p>Ensure that children &amp; staff are kept safe and secure whilst in school</p>	<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>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>Teachers/TAs</p> <p>Teachers/TAs</p> <p>Teachers/TAs</p> <p>Site team/Admin</p> <p>SENCo</p> <p>Admin reception teams</p> <p>All staff</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>Enforce mobile phone policy</p> <p>Continued communication with PCSO</p>
<p><b>Curriculum</b></p>	<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</p>	<p>FLT/teachers</p> <p>SENCo/FLT/ Teachers</p> <p>SENCo</p>		<p>Explore supervision opportunities between teachers and Teaching Assistants</p> <p>Feed back audit findings/ arrange the necessary training and support with FLT</p>

		Disseminate Universal Provision Checking Tool to help teachers support individual learning needs  Conduct class audits to check Universal Provision  Regular SEND update – emailed to Teachers, TAs and SLT  Support staff in embedding EHCP strategies/provision	SENCo  SENCo/FLT  SENCo		
	Ensure <i>all</i> children can access displays	Adhere to the Federation Display policy  Classroom checks via learning walks	Class teachers/TAs		Ensure Interactive Whiteboards are functioning adequately  Consider the visual environment as part of ASD Audits
<b>Systems</b>	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		Continual checks  Talk through aspects of being safe and respectful as part of PHSE curriculum
	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		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	SENCo		Review Personal Care Plans (comprising PEEPS, Moving & Handling Plans, Risk Assessments) as part of the Review/TAF

	Teachers to readily access SEND files and complete read receipt	Teachers		
	Update CPOMS with documentation/actions	SENCo/ Jo		
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	SENCo/Jo		
	All parents to be updated re agreed actions	SENCo/ Jo		
	Teachers to use the 'Graduated Response tool' to aid identification at IT referral stage	Teachers		
	Refer back to GRT-Identification when considering progress	SENCo/Teacher		