



Stoke Hill Junior School: Accessibility Plan 2020-2021

Cc Head teacher (Jamie Sullivan), Head of Inclusion (Claire McKimm), Caretaker (Andy Sinclair), Business Manager (Maria Giles)

	Area of Need	Short Term	Person(s) Responsible	Action	Long term
Environment	Reduce trip or slip hazards	Shoes to be kept on when visiting library Mats by door entry must lie flat Hazards to be removed/ placed to one side immediately Ensure designated crossing points/ dip kerbs are used by wheelchair users Check decking for slipperiness each morning + warn others/ put out of use if dangerous	Teachers/TAs Everyone Everyone, including children Teachers/TAs Andy		Monitor surface and if problematic, consider rubber paint
	All trip hazards to be acknowledged/ highlighted	Spray/cone off area around potholes Clear grounds of tree debris Make visitors/ children aware of trip hazards Continued use of traffic light system for field access	Andy Andy Everyone SLT		Continual grounds check, especially in autumn and winter
	Ensure mobility aids are in place and working	Order and organise the installation of a continual handrail: a) from the reception area up to the Y5/6 corridor	Vicky Andy		Continual assessment of need for SEND children as they enter/progress through the school Liaison with OT/HI/VI teams as

		Replace the missing handrail in the entrance to the Y5 boys toilet from playground			appropriate
	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	Bryan Maria / Contractor		Long term 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	Andy Teachers/TAs		Long term maintenance
	Toilet spaces to be fully functioning	Maintain cleanliness of toilet facilities Audit Disabled toilet spaces – cleanliness, accessibility, obstacles, hygiene	Maria/Andy/cleaning team TA/Vicky		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 Limit the noise from overhead projectors, heaters etc. Ensure children are positioned where they can lip-read/see teacher's gestures Be mindful of glare from light sources	Vicky Class teachers, parents & TAs Teachers/SLT/TAs Teachers/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
	Ensure children and parents can access the school and	Keep leaves and debris off of surfaces	Andy		Ongoing checks to ensure slopes are drained, cleared of leaves and debris

	playground safely	<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>Andy</p> <p>Andy, Class teachers & TAs</p> <p>SLT/Maria Giles</p> <p>Andy</p>		<p>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>Andy</p> <p>Vicky</p> <p>Vicky</p> <p>Vicky</p> <p>Vicky/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>Andy</p> <p>Everyone</p>		Ongoing checks
People	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>Individual Healthcare Plans to be kept in lockable cupboard in First Aid Room</p>	<p>Vicky</p> <p>Vicky/Jo McCarthy</p> <p>Vicky/Claire</p> <p>Zoe</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/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 SEND celebration/awareness events</p> <p>Create network groups for children e.g. Diabetes group, Deaf group</p>	<p>Vicky/Maria</p> <p>Claire/Vicky</p> <p>Claire/Vicky</p> <p>Claire/Vicky</p> <p>Maria</p> <p>Vicky</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 Gates to be locked between 8:20am and 3:05pm</p> <p>5mph speed limit on school site</p> <p>Emergency procedures for vulnerable children</p> <p>Safeguarding procedures for visitors on</p>	<p>Teachers/TAs</p> <p>Teachers/TAs</p> <p>Teachers/TAs</p> <p>Teachers/TAs Andy</p> <p>Vicky</p> <p>Andrea</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>Continual monitoring of CCTV</p> <p>Continued communication with PCSO</p>

		site e.g. signing in, wearing lanyard, being met by staff member etc.	All staff		
		Question strangers on site			
Curriculum	Lessons are planned carefully to ensure that all pupils can access the curriculum	Continue to ensure that 'Planning Meetings' incorporate an SEND provision focus SEND Review meetings (termly) Look at books for evidence of differentiation 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	SLT/teachers Vicky/SLT/ Teachers Vicky/SLT Vicky Vicky/SLT Vicky Vicky		Explore supervision opportunities between teachers and Teaching Assistants Feed back audit findings/ arrange the necessary training and support with SLT
	Ensure <i>all</i> children can access displays	Adhere to the Federation Display policy Classroom checks via learning walks	Class teachers/TAs Vicky/SLT		Ensure Interactive Whiteboards are functioning adequately Consider the visual environment as part of ASD Audits
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		Continual checks Talk through aspects of being safe and respectful as part of PHSE curriculum
	All children with more complex	Personal Care Plans encompassing	Teachers		Review during termly TAF/ EHCP

	SEND to have a Personal Care Plan	PEEP, Intimate Care Plan and Moving & Handling plan to be created and disseminated every Autumn and reviewed during the academic year			meeting
	Ensure health and safety documentation surrounding children with more complex SEND is fully accessible	<p>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</p> <p>Teachers to readily access SEND files and complete read receipt</p> <p>Update CPOMS with documentation/actions</p>	<p>Vicky</p> <p>Teachers</p> <p>Vicky/ Jo</p>		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	<p>All actions from IT to be recorded on CPOMS and shared with relevant staff</p> <p>All parents to be updated re agreed actions</p> <p>Ensure that the IT forms are fully complete with parents views/ pupil voice</p> <p>Teachers to use the 'Graduated Response tool' to aid identification at IT referral stage</p> <p>Parents of children with SEND to receive termly feedback from class teachers</p> <p>Ensure Annual Reviews take place for pupils with an EHCP</p>	<p>Vicky/Jo</p> <p>Vicky/ Jo</p> <p>Teachers</p> <p>Teachers</p> <p>Vicky/Teachers</p> <p>Vicky</p>		