

GODWIN JUNIOR SCHOOL



ACCESSIBILITY PLAN

Date agreed by Governors	April 2015
Review date	April 2018

OUR SCHOOL

Godwin Junior School is located in Forest Gate within the London Borough of Newham. It is a maintained community school for pupils aged between 7 and 11 years of age and there are currently up to 360 pupils on roll. Almost all our children live within walking distance of the school and reflect our diverse, vibrant and supportive local community. We have strong and developing links with our neighbouring infant and secondary schools and are part of a close-knit and supportive local cluster of primary schools.

Our staff are committed to ensuring that every child in our school has access to the best possible standard of education. We believe that the most important aspect of our work is the teaching and learning that happens in every classroom, day-in and day-out. Therefore, our work is aimed at supporting good teaching and ensuring excellent learning outcomes.

We work closely with our feeder school, Woodgrange Infants, and share information, so that we are prepared for children when they arrive in our school. We liaise with parents/carers and professionals involved with the children to ensure we provide the right support for their needs.

We currently have a range of children of all backgrounds, needs and abilities. These include children with: diabetes, asthma, eczema, hearing or visual impairments, allergies and other medical needs or disabilities.

INTRODUCTION

This policy reflects the guidance and statutory duties contained within the Equalities Act, 2010. It should also be read in conjunction with the school's Public Sector Equality Duty, Special Education Needs Policy, Inclusion Policy and the School's Local SEND Offer.

The Equality Act 2010 and Schools, May 2014, states that:

'Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the **curriculum**;
- improving the **physical environment** of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of **accessible information** to disabled pupils'

It is a requirement that the School's Accessibility Plan is resourced, implemented, and reviewed and revised as necessary.

This Accessibility Plan incorporates relevant actions showing how the school plans to address our priorities.

1. CURRICULUM - increasing the extent to which disabled pupils can participate in the curriculum;

Present situation

- New display boards have been installed in all classrooms. Displays are generally appropriate for the height of pupils and wording is able to be read from various places around the room. These boards have been reduced in quantity and increased in quality so that children are not overwhelmed with the text and information around them
- Interactive whiteboards have been upgraded in all classrooms with some repositioned, and new ones installed in the new classrooms
- There are large whiteboard screens in the dining hall and sports hall which are used for assemblies and other functions
- Audio transmitters are used for partially hearing pupils and passed to adults e.g. assembly guest speakers. The Sensory Service provides support
- Close liaison is maintained with outside agencies, including the school nurse, for pupils with on-going health need e.g. severe asthma, epilepsy, allergies or mobility issues
- Visual timetables are used for specific pupils, where appropriate, to meet their needs
- There are now four iPads which are used by specific children with SEN
- There is a large colour coded keyboard and also a large mouse available
- Some children with SEND needs may benefit from balance cushions, wedge cushions, bean bag cushions, writing slopes, pencil grips, colour tinted overlays, sensory chews etc. These can be recommended by Occupational Therapists, paediatricians or other advisors. There is a selection available in school
- If a child is unable to sit on the carpet in the classroom or on the hall floor during assembly times, they are able to sit on a chair
- Teachers plan appropriate differentiation and adaptation to ensure that all pupils have access to classroom and out of class and school activities
- Most staff have some basic knowledge of simple 'Signalong' signs. There are packs of signs available if required. In addition, there are signs and videos of Signalong signs available online:
<http://www.valeofevesham.worcs.sch.uk/Communication-Site%20Map%20CC.html>

- Regular Inclusion Meetings take place which involve discussions about vulnerable pupils, any difficulties they may be facing and the impact of support strategies being used
- Newham EPS provide support via the Resilience Project. This is available to identified pupils who would benefit from input by an Educational Psychologist aiming to improve emotional well-being and resilience
- All children are encouraged to experience extra-curricular and educational visits. Sometimes this may require other arrangements e.g. extra members of staff, travelling by taxi, shorter visit time etc. This information is noted on risk assessments
- Individual arrangements are made to ensure that pupils can access assessment arrangements in-house in every year group. This can be through extra time, having an adult reader, via a scribe, or through an alternative quieter location
- Every year, we apply for special arrangements for some pupils so that they can access KS2 SATs in year 6 (extra time, a reader or a scribe)
- Awareness by staff of where pupils with specific needs (hearing/visual) should sit to ensure they can best access learning

Action	Time	Impact
The purchase of appropriate symbol software is being investigated	2014 - 2015	Symbol software will help support specific children who need visual support with text
Other SEND resources can be ordered as recommended by specialists/advisors	On-going	Appropriate resources available to support individual or groups of children
Extra training can be arranged for whole staff or individual staff members	As required	Staff trained to support individual or groups of children

2. PHYSICAL ENVIRONMENT - improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

i. Access to classrooms

Present Situation

- All classrooms are accessible via both halls; the dining hall and the sports hall

- Main access doors to and from the halls can be held open by magnets
- All doorways are wide
- The new corridors between all classrooms are wide
- Accessibility to the upstairs classrooms is now available via a second flight of stairs on both sides of the building, with two levels of handrails, and also a small lift
- Downstairs classrooms are accessible through end doors via ramps
- Following building works, alternative evacuation procedures are in action. These have been tested through regular fire alarm tests, ensuring that all pupils, including those with SEND, can be safely evacuated in the event of an emergency (such as fire)
- Extra facilities are available in two portakabins. These are accessed via stairs or a ramp
- Access to the reception area is via the main entrance where doors are opened manually or automatically

Action	Time	Impact
Improved evacuation procedures now that building works have been completed, with more exits available	Spring 2015	All pupils, including those with SEND, can be safely evacuated in the event of an emergency (such as fire)

ii. School furniture and décor

Present Situation

- Classroom furniture can easily be moved around the classrooms
- Window blinds are in all classrooms
- Each classroom has a carpet area
- The new classrooms are fully carpeted
- Classroom layout is considered on an annual basis (or when a child joins the class after the start of the year), taking into account the needs of the individual and particular group of children
- Expansion plans have included improved furniture, more accessible storage of resources and better location of audio-visual equipment
- The new classroom corridors are wide enough to enable ease of access and extra learning places. This will be particularly useful for various programmes and interventions
- The library has appropriate lighting

- The library has a variety of seating arrangements including; a settee, adjustable chairs, floor cushions and soft stools, and also chairs and modular tables
- Improved acoustics in new classrooms
- 'Caring cutlery' is available to ensure pupils with manual dexterity issues/disabilities can be independent at lunchtimes

Action	Time	Impact
Spare classrooms will be refurbished in advance of the new four-form intakes	2017 >	Improved learning environment

iii. Toilet facilities

Present Situation

- There is a toilet downstairs in the Staff Toilet Area which is accessible for staff, visitors and pupils who may have disabilities
- There are toilets available for those with disabilities on both wings of the school
- There are separate toilets for boys and girls in the new wings on both floors

Action	Time	Impact
The toilets between the spare classrooms will be refurbished in advance of the new four-form intakes	2017 >	Improved toilet facilities

3. ACCESSIBLE INFORMATION - improving the availability of accessible information to pupils with disabilities, their parents, and for parents/carers or visitors with disabilities

Present Situation

- Information on MLE/Fronter and updated school website
- Weekly newsletters sent home for parents/carers and pupils. These are also uploaded to the school website where parents/carers can access them, using accessibility functions on their computers, laptops or tablet computers
- Upgraded interactive whiteboards in all classrooms

- Four iPads available for specific pupils with SEND
- There is a large keyboard and large mouse available
- Audio transmitters are used for partially hearing pupils and passed to all adults e.g. assembly guest speakers. The Sensory Service provides support
- Improved acoustics in new classrooms.
- Improved Annual Report to Parents/Carers format with a section for child's comments about their learning
- Visual timetables are used for specific pupils, where appropriate, to meet their needs
- The format for collecting information for annual reviews for SEN children with High Needs Funding is becoming more 'child centered' with improved pupil's views documentation
- Parents/Carers who are hearing impaired are communicated with through fax and text messaging. Sign Communicator provided for meetings if required.

Action	Time	Impact
IEPs have been replaced with new Support Plans	From Autumn 2014	New support plans are more child friendly, with space for their contributions
Annual reviews to become more child-centred	On-going	Children more involved in their annual reviews including written and pictorial input and, if appropriate, their presence for part of the meeting
Be aware of need to provide information in different ways if required	On-going	All children and parents supported

