



Sandon JMI School

# **Accessibility Plan 2017–2020**

Last review: June 2017  
Next review: June 2020



## Sandon JMI School Accessibility Plan 2017- 2020

Sandon JMI School is a welcoming and happy environment in which pupils thrive and want to do their best. We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as a positive experience that will live long in their memories.

We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied lives, needs and experiences.

We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children are our highest priority.

### **Purpose of Plan**

This plan shows how Sandon JMI School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

### **Definition of disability:**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

**Areas of planning:**

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).

Improving access to the physical environment of school.

Improving the delivery of written information to disabled pupils.

**Context:**

Sandon JMI School was built in 1939 and the building has been extended several times. The building has five classrooms, a central hall, school kitchen and staffroom. There is a disabled toilet in the main building with a hoist and bed. The mobile block was opened in 2009, this houses two classrooms and a disabled toilet. There is ramp access to the front of the school, the side of the school and the mobile classroom. All buildings that have steps are also accessible via ramps so every area of the school is accessible to wheelchairs except the EYFS garden

Current Range of known disabilities

The school has children with a range of disabilities that include moderate and specific learning disabilities. We have a small number of pupils with ASD and ADHD, plus a child with Downs Syndrome.

**Increasing access for disabled pupils to the school curriculum**

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote outstanding teaching and learning for all children. We aim to meet every child's needs in inclusive classes so that SEND children make progress in line with other children. It is a core value of the school that all children are enabled to participate fully in the broader life of the school.

Not started	In progress	Effective Implementation
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	Target	What?	Who & How?	Time Scale	Success Criteria	Completed (date)
1	Improve access to the EYFS garden for wheelchair users	Ramps or dropped curbs from Reception and pre-school doors.	Contractors/by mobile metal ramps	End of 2019	Wheelchair access from all classroom to outside areas	No current wheelchair users.
2	Interventions are regularly evaluated.	Half –termly meetings to assess progress of SEN Support children and those being monitored.	SENCo/INCo, teachers, TAs	At the end of each half term	SEND children progress as well as others from their individual starting points.	
3	SEN information to be as clear as possible.	Develop easily understood support plans for all children on the SEN register.	SENCo/INCo	2017-2018	Parents and children fully understand their targets and progress from their Personal Provision Plans.	
4	Timetable information is clear for every child who cannot abstractly handle this information	Visual timetables are used daily in every class.	All class teachers/TAs	2017-2018	Visual timetables used consistently.	
5	All staff can deal effectively with the children at risk from anaphylactic shock	All staff have EpiPen training.	School Nurse to provide annual training	Annual	In the event of anaphylactic shock the child is effectively treated.	
6	All ramps safe and effective to use.	Annual checks to ensure all surfaces are safe for use.	Site manager	March 2019	All ramps suitable for wheelchair access	

7	All visual Impairment aids are fit for purpose.	Check that step edges are clearly visible	Site manager	By Summer 2017	Step edges are a contrasting bright colour. Play equipment clearly highlighted.	
8	All fire escapes are safe for all SEND children.	Check fire escapes with SEND children	SENCo/INCo	March 2017		
9	All parents can understand and respond to school communications.	Identify any parents with communication difficulties. Make sure all communications from the school are accessible to all parents.	Headteacher, Business Manager	On-going	Parents understand newsletters.	
10	Educational visits to be accessible to all	All visits assessed for accessibility for all children.	All teachers	On-going	No child misses a visit through exclusion due to a disability	