



Stoke Hill Junior School: Accessibility Plan 2018-2019

Cc Head teacher, Caretaker, Premises Manager, Health & Safety Coordinator

	Area of Need	Short Term	Person(s) Responsible	Action	Long term
Environment	All steps to be highlighted	Paint the edges of external steps from playground down to music room/ Y4/5 in yellow/white Internal steps to Music/SENCO & ESO office to be painted Stair nosing up to Y4/5 & Y6 classrooms to be kept clean	Keith		Diarise a check of ground paint
	Slopes to be identifiable	Paint the boundary of slopes in bright paint with directional arrows Spray/ paint uneven ground on the slope down to the Y3 classrooms	Keith		Diarise termly checks of slopes and access points Repaint where necessary
	Reduce trip hazards	Shoes to go on shelves in library entrance Mats by door entry must lie flat	Teachers/TAs Everyone		
	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	Keith Keith Everyone		Continual grounds check, especially in winter
	Ensure mobility aids are in place and working	Install a continual handrail from the reception area up to the Y4/5 corridor Install a handrail in the Y4/5 girls toilet	Kelly Kelly		Continual assessment of need for SEND children as they enter/progress through the school

		Replace the missing handrail in the entrance to the Y5 boys toilet from playground	Keith		
	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 Carol Finning/ Contractor		Long term maintenance
	Ensure all entrance and exit points are clearly identifiable	Add tape around handles where necessary	Keith		Long term maintenance
	Toilet spaces to be fully functioning	Steps to be available in all Disabled toilets Install a handrail in the girls Y4/5 toilet cubicle Install a lockable cupboard for sanitary equipment in the Y3 Disabled toilet	Keith Kelly Keith		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 Limit the noise from overhead projectors, heaters etc. Ensure children are positioned where they can lip-read/see teacher's gestures	Kelly Class teachers & TAs		Regular check of equipment and PAT testing Ensure SoundField system follows child(ren) through the school/Federation and is installed in an adequate position
	Ensure children and parents can access the school and playground safely	Keep leaves and debris off of surfaces Ensure that drainage is sufficient at top and bottom of slopes Check quiet area/wildlife area prior to use	Keith Keith Keith, Class teachers & TAs		Ongoing checks to ensure slopes are drained, cleared of leaves and debris and are identifiable Esp. important during the Autumn and Winter months
	Ensure children can access resources adequately	Ensure that handrails are identifiable e.g. tape	Keith		Paint all handrails in bright colours Ongoing checks

		Ensure chair and table height(s) are adequate for child.	Class teachers & TAs		SENCO to consult with OTs for checks
		Store walking frames, wheelchairs mechanical chairs etc. appropriately	Class teachers & TAs		
		Use of Dyslexia-Survival kit	Kelly		
	Ensure that obstacles along corridors are highlighted	Ensure lighting is adequate in all corridors	Keith		Ongoing checks
		Lockers to be kept closed	Everyone		
People	Ensure all staff are aware of more vulnerable children in the school	Continue to update and circulate 'Vulnerable Children' document/SEND register	Kelly		Start of the academic year and then updated termly
		Continue to ensure all staff are made aware of Behaviour Care Plans (BCP)	Kelly		
		Individual Healthcare Plans to be kept in lockable cupboard in First Aid Room	Zoe/Kelly		
	Develop staff awareness and understanding of disability	Maintain Epipen and Epilepsy training	Kelly, Carol and Sharon		Training programme Continue to review and update Accessibility Plan annually PDMs on specific aspects of SEND Assemblies to cover specific aspects of SEND
		Continue regular Teaching Assistant training opportunities	Kelly		
		Teachers/TAs to attend TAF meetings/Statement and EHC Plan reviews	Kelly		
		Complete Personal Care Plans alongside the Team Around the Child	Kelly		
		Circulate the Accessibility Plan to staff members and ensure it is updated on school website	Kelly		
		Acknowledge the various '... awareness' weeks	Kelly		

	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>Use of High Visibility jackets</p> <p>Gates to be locked between 8:20am and 3:05pm</p> <p>Key code access to school</p> <p>Installation of panic button</p>	<p>Teachers/TAs</p> <p>Teachers/TAs</p> <p>Teachers/TAs</p> <p>Keith</p> <p>Contractor</p> <p>Contractor</p>		<p>Continual ground checks for litter, misuse/trespassers</p> <p>Continual monitoring of CCTV</p> <p>Continued communication with PCSO</p>
Curriculum	Lessons are planned carefully to ensure that all pupils can access the curriculum	<p>Continue half termly work scrutiny</p> <p>Disseminate Provision Maps to support individual learning needs</p> <p>SEND resource library</p> <p>Add key articles/SEND documentation to Portal</p> <p>Regular SEND update – emailed to Teachers, TAs and SLT</p>	<p>SLT</p> <p>Kelly</p> <p>Kelly</p> <p>Kelly</p> <p>Kelly</p>		Explore supervision opportunities between teachers and Teaching Assistants
	Ensure <i>all</i> children can access displays	<p>Adhere to the Federation Display policy</p> <p>Classroom checks via learning walks</p>	<p>Class teachers/TAs</p>		Ensure Interactive Whiteboards are functioning adequately
Systems	Review and update system of safe movement around the school	<p>Staff to reinforce calm, one side of the corridor walking</p> <p>Declutter all public walkways</p> <p>Ensure coats and belongings are kept in lockers</p>	<p>Everyone</p> <p>Everyone, including the children</p> <p>Everyone</p>		<p>Continual checks</p> <p>Talk through aspects of being safe and respectful as part of PHSE curriculum</p>

	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	Kelly		Review as part of a TAF/ EHCP Review or 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	Kelly		Review Personal Care Plans (comprising PEEPS, Moving & Handling Plans, Risk Assessments) as part of the Review/TAF