**Stoke Hill Junior School: Accessibility Plan**

**2016-2017**

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|  | **Area of Need** |  **Short Term**  | **Action** | **Long term** |
|  **Environment**  | All steps to be highlighted | Paint the edges of all external stepsInternal steps to Music/THRIVE Room to be painted |  | Retouch faded paintStair nosings up to Yr 6 classrooms |
| Slopes to be identifiable  | Paint the boundary of slopes in bright paint with directional arrows1. Lower playground to upper playground
2. Slope from Y3 to playground
 |  | Retouch faded paint |
| Uneven surfaces  | Remove kerb from lower playground to wildlife path to enable wheelchair access |  | Long term maintenance  |
| Obstacles to be highlighted at eye level | Re-tape posts so they are identifiable |  | Look at creative ways of identifying obstacles e.g. numbers |
| Trees to be kept trim | Gardener to cut back any overhanging bushes and branches |  | Long term maintenance |
| Ensure all entrance and exit points are clearly identifiable | Add tape around handles where necessary |  | Long term maintenance |
| Toilet spaces to be fully functioning | Ensure Bath Step is available for Disabled toilet |  | To be reviewed as part of SEND meetings and OT visits |
| Toilets to be distinguishable | Signs for toilets to be kept at eye level and in contrasting colours Ensure toilet seat is highlighted in Disabled facilities- Y3, Main block |  | Purchase coloured toilet seats for Disabled toiletsTo form part of redecoration schedule |
| Significant drops in surface height to be identifiable | Add a boundary between field and upper playground so that the drop is highlighted e.g. bushes, low-level fencing |  | Long term maintenance |
| Continued support for children with hearing impairment and Auditory Processing Disorder | SoundField Systems to be in full use where children with HI or APD are presentClasses to have rechargeable battery kitsLimit the noise from overhead projectors, heaters etc.Ensure children are positioned where they can lip-read/see teacher’s gestures |  | Regular check of equipment and PAT testing Ensure SoundField system follows child(ren) through the school and is installed in an adequate position |
| Ensure children and parents can access the school and playground safely | Repaint access to slope at the front of the schoolEnsure that drainage is sufficient at top and bottom of slopesEnsure the Disabled Space is used appropriatelyEnable access for Disabled passengers throughout the day |  | Ongoing checks to ensure slopes are drained, cleared of leaves and debris and are identifiableInvestigate adding a drop kerb at school entrance for improved wheelchair access |
| Ensure children can access resources adequately | Ensure that handrails are identifiable e.g. tapeEnsure chair and table height(s) are adequate for childStore walking frames, wheelchairs mechanical chairs etc. appropriately |  | Paint all handrails in bright coloursOngoing checks |
| Ensure that obstacles along corridors are highlighted | Lockers to be kept closed  |  | Ongoing checks |
| **People** | Ensure all staff are aware of more vulnerable children in the school | Update and circulate ‘Vulnerable Children’ document/SEND registerEnsure all staff are made aware of BCPs |  | Termly Behaviour Care Plan folder |
| Develop staff awareness and understanding of disability | Maintain Epipen and Epilepsy trainingContinue fortnightly TA meetingsComplete PEEPS, Moving & Handling Plans for specific SEND childrenCirculate the Accessibility Audit to staff members and ensure it is updated on school website |  | Training programmeContinue to review and update Accessibility Audit annually PDMs on specific aspects of SENDAssemblies to cover specific aspects of SEND |
| **Curriculum**  | Lessons are planned carefully to ensure that all pupils can access the curriculum | Work scrutiny –half termlyUniversal Toolkit to be developed |  | Update and improve SEND research board in staffroomSignpost staff to particular articles, books as part of Incidental TrainingUse of graduated approach provision maps |
| Ensure children can access displays | Continue to use contrasting colours and larger print where necessaryKeep displays to boards/limit the amount of unnecessary display material |  | Learning walks around the school to check displaysFederation display protocol |
| **Systems** | Review and update system of safe movement around the school  | Implement a system of walking on the right sideDeclutter all public walkwaysEnsure lockers are kept closed, chairs tucked in etc.Ensure mats along Y4,5 corridor are kept flat |  | Continual checksTalk through aspects of being safe and respectful as part of PHSE curriculum  |
| All children with more complex SEND to have a PEEP | Devise Personal Care Plans which will contain PEEP, Moving & Handling plan and Intimate CareMaintain and review risk assessments |  | Termly TAC meetings |
| Ensure health and safety documentation surrounding children with more complex SEND is fully accessible | Personal Care Plans and Risk assessments to be reviewed twice a year as a minimum  |  | Review PEEPS, Moving & Handling Plans, Risk Assessments as part of the AR/DAF process |