**[](http://www.google.co.uk/imgres?q=stoke+hill+federation+logo&start=104&safe=active&biw=1138&bih=536&tbm=isch&tbnid=qluh5U3t4v6lrM:&imgrefurl=http://www.stokehilljunior.devon.sch.uk/archivenews/summer2013/flyer21.06.13.pdf&docid=bS4loIOOdVq_WM&imgurl=x-raw-image:///fee2ed4de5a15baa446d4455a81894f6cfce77f403c4b3a946441b5f85079bbd&w=251&h=190&ei=TlBdUu-VBMGthQfe_IHYAw&zoom=1&ved=1t:3588,r:15,s:100,i:49&iact=rc&page=8&tbnh=152&tbnw=200&ndsp=14&tx=135.16668701171875&ty=15)Stoke Hill Junior School: Accessibility Plan 2019-2020**

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

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| --- | --- | --- | --- | --- | --- |
|  | **Area of Need** | **Short Term** | **Person(s) Responsible** | **Action** | **Long term** |
|  | Reduce trip or slip hazards | Shoes to go on shelves in library entrance  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  Keith |  | 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 | Keith  Keith  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:   1. from the reception area up to the Y4/5 corridor 2. in the Y4/5 girls toilet   Replace the missing handrail in the entrance to the Y5 boys toilet from playground | Kelly  Kelly/Carol/Keith |  | Continual assessment of need for SEND children as they enter/progress through the school |
| 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  Explicitly identify and rehearse use of exit points, to include fire drills | Keith  Teachers/TAs |  | Long term maintenance |
| Toilet spaces to be fully functioning | Order and arrange installation of a handrail in the girls Y4/5 toilet cubicle  Maintain cleanliness of toilet facilities  Audit Disabled toilet spaces – cleanliness, accessibility, obstacles, hygiene | Kelly/Carol/Keith  Cleaning team  TA/Kelly |  | 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 | Kelly  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 is 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 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  Use of Disabled Parking bay restricted to specific parents with blue badges  No cars on site between 8:20am and 3:20pm  5 mph speed restrictions | Keith  Keith  Keith, Class teachers & TAs  SLT/Maria Giles  Keith |  | 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  Ensure chair and table height(s) are adequate for child.  Store walking frames, wheelchairs mechanical chairs etc. appropriately  Continued use of Dyslexia-Friendly kit  Add to the kits as more resources become available  Conduct class audits to ensure that Universal Provision in place/ resources are appropriate and appropriately used | Keith  Class teachers & TAs  Class teachers & TAs  Kelly  Kelly  Kelly |  | Paint all handrails in bright colours  Ongoing checks  SENCO to consult with OTs/physios for checks |
| Ensure that obstacles along corridors are highlighted | Ensure lighting is adequate in all corridors  Lockers to be kept closed | Keith  Everyone |  | Ongoing checks |
| **People** | Ensure all staff are aware of more vulnerable children in the school | Continue to update and circulate ‘Vulnerable Children’ document/SEND register  Continue to ensure all staff are made aware of Behaviour Care Plans (BCP)  Individual Healthcare Plans to be kept in lockable cupboard in First Aid Room | Kelly  Kelly  Zoe/Kelly |  | Start of the academic year and then updated termly |
| Develop staff awareness and understanding of disability | Maintain Epipen, Diabetes, Moving and Handling and Epilepsy training  Continue regular Teaching Assistant CPD  Offer TAs a weekly meeting  Teachers/TAs to attend TAF meetings/Statement and EHC Plan reviews  Complete Personal Care Plans alongside the Team Around the Child  Circulate the Accessibility Plan to staff members and ensure it is updated on school website  Raise the awareness of SEND by   1. Diarising the dates of awareness days 2. Organising an SEND celebration/awareness events   Create network groups for children e.g. Diabetes group | Kelly, Carol  Kelly  Kelly  Kelly  Kelly  Kelly  Kelly  TAs |  | Training programme  Continue to review and update Accessibility Plan annually  PDMs on specific aspects of SEND  Assemblies to cover specific aspects of SEND |
| Ensure that children & staff are kept safe and secure whilst in school | PHSE input e.g. Stranger Danger  Risk Assessments for Educational Visits  Pre-visit locations to check accessibility, facilities etc  Use of High Visibility jackets  Gates to be locked between 8:20am and 3:05pm  5mph speed limit on school site  Organise installation of a phone in Year 3 block  Emergency procedures for vulnerable children | Teachers/TAs  Teachers/TAs  Teachers/TAs  Keith  Carol  Kelly |  | Continual ground checks for litter, misuse/trespassers  Explore visitors who can come in to school to lead on issues such as Stranger Danger, Road Safety, Online safety etc.  Continual monitoring of CCTV  Continued communication with PCSO |
| **Curriculum** | Lessons are planned carefully to ensure that all pupils can access the curriculum | Half termly ‘Planning Meetings’ to incorporate an SEND provision focus  Continue half termly work scrutiny  Disseminate Universal Provision Checking Tool to support individual learning needs  Conduct class audits to check Universal Provision  Regular SEND update – emailed to Teachers, TAs and SLT  SEND focus at PDMS | SLT/teachers  Kelly  Kelly  Kelly/SLT |  | Explore supervision opportunities between teachers and Teaching Assistants  Feed back audit findings/ arrange the necessary training and support with SLT |
| Ensure *all* children can access displays | Adhere to the Federation Display policy  Classroom checks via learning walks | Class teachers/TAs |  | Ensure Interactive Whiteboards are functioning adequately |
| **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 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 during termly TAF/ 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  Teachers to readily access SEND files and complete read receipt | Kelly  Teachers |  | Review Personal Care Plans (comprising PEEPS, Moving & Handling Plans, Risk Assessments) as part of the Review/TAF |