**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 entranceMats by door entry must lie flatHazards to be removed/ placed to one side immediatelyEnsure 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/TAsEveryoneEveryone, including childrenTeachers/TAsKeith |  | Monitor surface and if problematic, consider rubber paint |
| All trip hazards to be acknowledged/ highlighted | Spray/cone off area around potholesClear grounds of tree debrisMake visitors/ children aware of trip hazardsContinued use of traffic light system for field access | KeithKeithEveryone 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 | KellyKelly/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 branchesFell 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 necessaryExplicitly identify and rehearse use of exit points, to include fire drills | KeithTeachers/TAs |  | Long term maintenance |
| Toilet spaces to be fully functioning | Order and arrange installation of a handrail in the girls Y4/5 toilet cubicleMaintain cleanliness of toilet facilitiesAudit Disabled toilet spaces – cleanliness, accessibility, obstacles, hygiene | Kelly/Carol/KeithCleaning teamTA/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 presentClasses to have rechargeable battery kitsAdult to wear Radio Mic for children with Active Listening Devices (ALD) when leading inputLimit the noise from overhead projectors, heaters etc.Ensure children are positioned where they can lip-read/see teacher’s gesturesBe 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 positionEnsure 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 surfacesEnsure that drainage is sufficient at top and bottom of slopesCheck quiet area/wildlife area prior to useUse of Disabled Parking bay restricted to specific parents with blue badgesNo cars on site between 8:20am and 3:20pm5 mph speed restrictions | Keith Keith Keith, Class teachers & TAsSLT/Maria GilesKeith |  | Ongoing checks to ensure slopes are drained, cleared of leaves and debris and are identifiableEsp. important during the Autumn and Winter months  |
| Ensure children can access resources adequately | Ensure that handrails are identifiable e.g. tapeEnsure chair and table height(s) are adequate for child. Store walking frames, wheelchairs mechanical chairs etc. appropriatelyContinued use of Dyslexia-Friendly kitAdd to the kits as more resources become availableConduct class audits to ensure that Universal Provision in place/ resources are appropriate and appropriately used | Keith Class teachers & TAsClass teachers & TAsKellyKelly Kelly  |  | Paint all handrails in bright coloursOngoing checksSENCO 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 registerContinue 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 KellyZoe/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 trainingContinue regular Teaching Assistant CPDOffer TAs a weekly meeting Teachers/TAs to attend TAF meetings/Statement and EHC Plan reviewsComplete Personal Care Plans alongside the Team Around the ChildCirculate the Accessibility Plan to staff members and ensure it is updated on school websiteRaise 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 KellyKellyKellyKellyKellyKelly TAs |  | Training programmeContinue to review and update Accessibility Plan annually PDMs on specific aspects of SENDAssemblies 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 VisitsPre-visit locations to check accessibility, facilities etcUse of High Visibility jacketsGates to be locked between 8:20am and 3:05pm5mph speed limit on school siteOrganise installation of a phone in Year 3 blockEmergency procedures for vulnerable children  | Teachers/TAsTeachers/TAsTeachers/TAsKeith CarolKelly |   | 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 CCTVContinued 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 focusContinue half termly work scrutiny Disseminate Universal Provision Checking Tool to support individual learning needsConduct class audits to check Universal ProvisionRegular SEND update – emailed to Teachers, TAs and SLTSEND focus at PDMS | SLT/teachersKelly 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 walkwaysEnsure coats and belongings are kept in lockers | Everyone Everyone, including the childrenEveryone |  | Continual checksTalk 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 yearTeachers to readily access SEND files and complete read receipt | KellyTeachers |  | Review Personal Care Plans (comprising PEEPS, Moving & Handling Plans, Risk Assessments) as part of the Review/TAF  |