

West Bridgford Junior School

Accessibility Plan 2024 - 2027

West Bridgford Junior School is committed to providing a fully accessible environment which values and includes all pupils, prospective pupils, staff, parents, governors and visitors, and in which everybody is treated with equal respect. We will strive to promote positive attitudes towards disability and difference, and develop a culture of awareness, understanding and inclusion.

This accessibility plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. According to the Act, a *'disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities.'*

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

What the plan will include

The accessibility plan will contain relevant actions to:

- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to **the curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- Improve the delivery of **written information** to pupils, parents, staff and visitors with disabilities. Examples might include hand-outs, timetables, text books and information about the school and school events.

West Bridgford Junior School - Disability Access Plan 2024 -27

Improve and maintain access to the physical environment of the school

	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term and ongoing	Ensure that all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plans (where appropriate) for all disabled children Ensure all staff are aware of their responsibilities in an emergency evacuation	Spring 2024 and on-going	HT/ Governors	All disabled children and staff working with them are safe and confident in the event of an emergency. All staff and children are confident about what to do in an emergency.
Medium & Long Term	Ensure that access for disabled members of the school community is considered at the planning stage of any future building works	School has input in design of any building. Advice of specialists sought if needed	As required	HT / Site Manager Governors	All pupils will have clear and safe access around the school

Improve and maintain access to the curriculum for pupils with a disability

	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term and ongoing	Information about pupils accessible	SEND Register kept up to date. Information shared between Class Teacher, TAs and SENCO.	Ongoing – weekly staff briefings	SENCo Class Teachers TAs	Information available for staff. Issues raised and information shared Information available for TAs.
			Ongoing – weekly TA meetings	SENCo TAs	
	SEND support	Pupils with identified disability have their support reviewed by the SENCO and hours allocated for TA support.	Ongoing	SENCo	TAs deployed effectively to support pupils with identified needs.
	Individual Provision Maps	SEND pupils have Provision Map showing where support takes place	Ongoing	Class Teacher Copies to SENCo	All SEN children have a Support Plan and participate in formulating and reviewing it.

West Bridgford Junior School - Disability Access Plan 2024 – 2027

Improve and maintain access to the curriculum for pupils with a disability contd.

	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term and ongoing	SEND Tracking	Progress of pupils tracked	Termly	Class Teachers at PPMs	Clear system for showing progress of SEND pupils – informs allocation of support and target teaching
	Parent Involvement for Children with SEND (including those with an ECHP)	SEND review meeting with parents, SENCO and external agencies Annual EHCP meeting with parents and external agencies	As required	SENCo to set up – and invite external agencies as necessary.	Parents involved in review of provision.
	Links with external agencies through the Springboard meeting	Continue to develop links with external agencies	When required, depending on requirements of pupils. Termly.	SENCo	External agencies support our students when needed.
	To ensure the school continues to develop the children’s understanding of disability	Ensure there are learning resources (books etc.) that show positive examples of people with disabilities. Assemblies will, at times, focus on disability. Continue to look to invite people with disabilities to speak to the children.	Ongoing	HT All teachers who lead assemblies	People with disabilities are seen in a positive light. The children are educated with regards to equality and how to manage disability.
	Carefully plan for transition for any pupils with SEND from KS1 to KS2 and KS2 to secondary schools	Clear plan which will show: <ul style="list-style-type: none"> Who is informed of any impending changes Adequate time is given to making any necessary changes to our locations (including any refurbishments) 	Ongoing as required	HT, SENCo Advice from external professionals as necessary.	Transition points are managed smoothly with as little distress to the pupil as possible. Children who join WBJs with SEND are able to stay until the end of Year 6
	Supporting children’s mental health	<ul style="list-style-type: none"> 1:1 counselling sessions 1:1 ELSA sessions Yoga and mindfulness PSHE curriculum 	Ongoing as required	HT, SENCO, DSL	Vulnerable children are identified and referred to the mental health team in school. Access to counselling supports children to improve their mental health and emotional wellbeing

	Provide access to nurture provision for our more vulnerable pupils	<ul style="list-style-type: none"> Identify children who would benefit from attending daily nurture provision Support for transition times – first 45 minutes of the day and last 30 minutes Social skills, life skills, forest school skills delivered every Tuesday afternoon 	Reviewed half-termly	HT, DHT, SENCO, Nurture Lead	Vulnerable children are identified and receive the support they need from nurture group. Behaviour and emotional wellbeing improves over time.
	Ensure PE continues to be accessible to all	<ul style="list-style-type: none"> Spare, clean PE kit provided for those children who need it Adapted PE resources provided where needed Use of differentiated planning from Complete PE scheme of work 	Ongoing, as required	PE lead	All children are able to access the full PE curriculum and work towards attaining age related expectations
Medium & Long Term	Provide more staff training to meet needs of SEND pupils	Empower staff to deal with students appropriately ELSA training for extra TA EAL training/support Half termly training by SENCO	Training to be arranged termly as needs arise	All staff	Teachers and Support staff effectively accommodate needs of identified students
	Improve accessibility of school trips and residential	Review accessibility for identified students on trips and residential Share appropriate information on residential with parents and pupils Carry out Risk Assessment	When trips are planned – use EVOLVE risk assessments	Staff planning trip. HT to authorise	Procedures for planning trips ensure accessibility issues considered.

West Bridgford Junior School - Disability Access Plan 2024 – 2027

Improve access to information for pupils with a disability and parents of pupils

	Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term and ongoing	Ensure all staff are aware of accessible formats	Encourage the use of good practice guidance from outside agencies eg. alternative means of presenting information to children.	Ongoing	HT and SENCo	Children feel more confident to record their work in a way that is individual to them.
	Information on website accessible to all	Ensure text can be translated for information on website. Ensure prospectus booklet is also available on website. Ensure website is compliant with requirement for aces by person with visual impairment.	Autumn 2024	HT, SBM & SENCO	Website to have very clear information that can be accessed by all people who need it.
	Ensure children returning to class following 1:1 / small group time are fully integrated into class work	Teacher to provide one-to-one time to explain work and expectations for the session.	Ongoing	Class teachers	Children feel more confident and fully integrated when returning to their class.
	Consider availability of and access to information to blind and hearing impaired stakeholders where necessary	Regular assessment of needs Regular consideration to font, size, typeset of school correspondence.	Ongoing	HT SENCo SBM	Partially sighted / hearing impaired stakeholders have better access to any correspondence.

	Targets	Strategies	Timescale	Responsibility	Success Criteria
Medium & Long Term	Improve information to parents so they can support their children in school activities	Increase information on extra-curricular activities to parents as well as children via the website and newsletters.	Autumn 2024	HT / Class teacher	Parents feel confident and able to support their children in all school activities and this is reflected through parental feedback.
	Languages other than English to be visible around school	Welcome signs to be in various languages. Ensure different languages are included in displays around school	Autumn 2024	HT/DHT/EAL lead	All families feel welcome and have a clear understanding of school procedures.
	Children to become more aware of their own learning styles and access needs	Group work / circle time / pupil surveys encourage children to express their access needs and explore learning styles.	2024-2025	HT / Class teacher	Children are able to more readily articulate their access needs and understanding their own learning styles.
	Improve policy information to parents so they can support their children	Ensure SEN Policy is parent-friendly and increase parents awareness and access to this document.	Autumn 2024	HT / SENCo	Parents feel confident and able to support their children. Parents have an understanding of the processes of learning support within our school.