



## Accessibility Plan

Summer 2018

Review: Summer 2021

The Good Shepherd Trust, Waverley Abbey Junior School and Local Governing Committee are committed to providing the best possible education for every child. We believe that learning should be personalised to ensure every child reaches their own unique potential; that learning both in and out of the classroom provides a broad spectrum of experiences. We have high expectations of ourselves as educators and in turn have high expectations of our pupils. We are a fully inclusive Church of England school that welcomes all. Our Christian values of love, care and respect run through all that we do.

### Purpose of Plan:

This plan shows how Waverley Abbey C of E Junior School is enhancing accessibility for disabled pupils, staff, parents/carers and visitors.

### Definition of disability:

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

### Areas of planning responsibilities:

1. Increasing access for disabled pupils to the school curriculum as their needs dictate. This includes teaching and learning and the wider curriculum of the school such as participation in before or after-school clubs or school visits.
2. Improving access to the physical environment of the school. This includes improvements to the physical environment of the school and adding physical aids as necessary to access education.
3. Improving the delivery of written information to disabled pupils, staff, parents and visitors with disabilities. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

### Contextual Information:

Waverley Abbey Junior School occupies a two story building and a separate Y6 block set in 5 hectares of land. The main building contains several flights of stairs to the upper levels and in the side corridors to access toilets and the dining room. There are further steps at the back of the main school building giving access to the corridors on either side of the main school hall. Advice given in the past was that some areas cannot be ramped. There is a designated disabled toilet that any disabled child/adult can access from the outside playground through a designated ramped entrance. Additional handrails have been installed at un-ramped stairs to assist individuals with specific mobility difficulties. A lift has been installed to assist pupils and adults to access the upper floor if required. The Year 6 block has a ramped entrance suitable for a wheelchair and a disabled toilet. The building is on one level with wide corridors and is fully accessible to all. The Arts block is also single storey and accessible.

The swimming pool is accessible being on the ground level but there are no hoists or aids to assist a disabled person into or out of the water. There are currently no toilet or shower facilities in the pool itself but an accessible shower and toilet is available in the Year 4 corridor which is easily accessible and located close to the pool. Accessibility is being considered as part of the current redevelopment of the pool.

### Increasing access for disabled pupils to the school curriculum:

Through self-review, Continuous Professional Development (CPD), working with the SENDCo and outside agencies/healthcare professionals, staff increase their skills aiming to deliver excellent teaching and learning for all children and meet every child's needs. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. The school makes reasonable adjustments to its practices to comply with the Equality Act (2010). If a pupil is unable to access the school, meetings are held with the Executive Headteacher or Head of School, SENDCo, parents and class teacher to investigate the barriers to accessibility and find solutions to overcome them.

Action	Strategies	Completed By	Responsibility	Success Criteria
1.Planning for children with SEND is person centred and outcome based	Pupil targets are SMART and have a direct impact on pupils' learning; they are reviewed on a half termly basis using: Assess, Plan, Do and Review model. Pupil progress meetings enable SLT/SENDCo to assess impact and bring forward change if needed.	Summer 2019	SENDCo/Inclusion Manager	For details see SEND action plan
2. The classroom environment is inclusive and supports good access to the curriculum (including meeting the statutory responsibilities under the Equalities Act 2010 with regard to	SENDCo and SLT to carry out regular learning walks to monitor the classroom environment. Observations/learning walks evidence that the classroom environment is inclusive and supports good access to the curriculum.	Summer 2019	SENDCo/Inclusion Manager	Displays can be accessed by all pupils ie large font print, use of Communicate in Print. There are word mats/displays with clear visual cues for topic related vocabulary. There is a visual timetable. Table top resources are available and accessible. There are visual prompts to support children. Needs of all children

reasonable adjustments and access arrangements)				are fully met.
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### Improving access to the physical environment of the school:

Waverley Abbey C of E Junior School continues to strive to improve the physical environment in the school. Accessibility issues are considered as part of any construction/re-development works to the site eg pool redevelopment plans. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

Action	Strategies	Completed by	Responsibility	Success Criteria
1. Access to school is available for all pupils/parents/carers/visitors	Consider the needs of disabled pupils, parents/carers or visitors when planning any redesign	Ongoing	Head/Trust/LGB	Access for all groups

### Improving the delivery of written information to pupils and parents/carers:

All information provided by the school to pupils and parents/carers with disabilities or EAL will be clear and appropriate and meet the needs of every parent/carer/pupil.

Action	Strategies	Completed by	Responsibility	Success Criteria
1. Ensure information for parents/carers is accessible and in an appropriate format	Provide information in letters in clear print and jargon free. Provide information in a variety of forms to meets all needs ie electronically/printed/via the school website/in Reception in the carousels. Provide information in a format that can be enlarged for the visually impaired. HSLW provides support with administration for some parents for whom this is a challenge	Ongoing	School office	LGB to receive a report on the effectiveness of communication with parents/carers (SENDCo/Exec Head report)
2. Ensure information for pupils is in an accessible	Provide suitably enlarged, clear print for visually impaired pupils. Provide	Ongoing	SENDCo/Teachers	LGB to receive a report on the effectiveness of communication

format	support for pupils with EAL as necessary-see SEND report for further details			and impact (SENDCo/Exec Head report)
3. Annual SEN review information to be as accessible as possible	Develop child friendly Learning Pathway review formats	Ongoing	SENDCo	LGB to receive a report on impact of improved Learning Pathways and Inclusion (SENDCo/Exec Head report)