

CHELLASTON JUNIOR SCHOOL

Chellaston Junior School Accessibility Plan

(2014-2017)

Purpose of the Plan

The purpose of this plan is to show how Chellaston Junior School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

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

Legal background

From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and LAs against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled (this will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include hand-outs, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Chellaston Junior School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders, we regularly look at ways to improve accessibility through receiving feedback and parental discussions.

Contextual Information

The school is a one storey building which has disabled facilities and toilets. Wheelchair access is available into the main building and into all classes. Disabled parking can be arranged on site. All areas of the school grounds are accessible (Autumn 2014) to wheelchair users, although the area near the school Environmental Area/Pond may give restricted access unless accompanied by an adult.

At present we have no wheelchair dependent pupils but we have some situations and care plans where pupils may need wheelchair access for a limited period of time. We also have a small number of parents with mobility impairments.

The school has children with a range of disabilities which include moderate and specific learning difficulties. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

The school work very closely with Hearing and Visual Impairment agencies to ensure that suitable provision is in place to ensure that these pupils fully access the curriculum and school life.

We have a small number of children who have anaphylaxis and require an EpiPen (adrenalin) auto-injector. All staff receive training on how to respond and administer an EpiPen.

The Department for Education guidance on school food provision states that food allergies or intolerances must be taken seriously. The school works closely with parents to support children with medically verified allergies or intolerances, including coeliac disease. The school catering manageress meets on a regular basis with these parents to ensure that these children have access to healthy and nutritional meals that meet their medical needs.

We have several children with Type 1 Diabetes and have individual Health Care Plans for them. The School Welfare Assistant liaises with the Diabetes Nurse at the Children's Hospital and

We have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms so that they are accessible for the relevant pupils. The inhalers are taken out for PE and Games in the "Red Bag" so that all pupils have access to their inhalers at all relevant times.

We have competent First Aiders who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Recent Developments and Improvements

The school have adapted the improved the school environment in recent years, to ensure that all pupils, parents, staff and visitors have equal access to the school and the curriculum.

1. A ramp has been implemented to give wheelchair access to the MUGA and the school field (2012).
2. A new pedestrian path has been installed around the school car park, with the relevant ramp access into the school building at the Hall Door Entrance. Disability access was an important feature of these plans (2012).

3. Hearing Loops have been installed for 2 pupils and are used effectively in class and assemblies (2012-present).
4. Visually impaired pupils have been provided with the relevant equipment to read and record school work appropriately (2011-present).
5. Access doors to the library and mobile classes have been renewed to allow safer access with a wheelchair (2014).
6. The school continues to liaise with all parents with mobility issues to arrange parking and suitable seating for school events and concerts (on-going).
7. The text messaging service which is used for parents with hearing impairments now enables these parents to reply by text (2014).
8. The school provides enlarged copies of pupils' end of year reports to known visually impaired parents (2014).

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Action	When/Who	Success Criteria	Monitoring and Evaluation
Ensure equality and Inclusion	FGB Annual	FGB to review the AP annually to check equality and compliance to all relevant legislation.	Minutes from clerk at FGB meetings.
Ensure appropriate Staff Training	All Staff 2014/2015	JE/SB to outline to staff the relevant overview and raise staff awareness. To train relevant senior staff and site manager as necessary.	SB to report to FGB annually re staff training.
Review of all policies	FGB 2014-2017 On-going	JE and FGB to ensure that all policies adhere to the current legislation, including disability access.	On-going for all school policies and FGB to monitor.
Access to Physical Environment	FGB 2014-2017	Ensure that all areas of the site are accessed easily and safely by all. F and GP governors to review. Areas to consider 2014-2015: <ul style="list-style-type: none"> • New fire doors for Y6 classes • New blinds for ALL Y5/6 classes and where visually impaired pupils will be taught. • Disabled Parking Provision 	F and GP to report to FGB.
Audit accessibility for all pupils, parents and staff	SMCT 2015	SMCT to audit accessibility as part of the Parent Questionnaire in July 2015.	JE to report to FGB September 2015

Date Policy/Plan Agreed by FGB:

December 2014

Review Date:

Autumn Term 2015