



At Knights Enham Junior School we provide...

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

‘Together We Achieve’

Accessibility Plan

Approved: March 2023

Review: March 2024

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Knights Enham Junior School

Accessibility Plan

Introduction

Knights Enham Junior School is committed to ensuring the inclusive education of all children.

This plan takes account of the school's public sector equality duty set out in section 149 of the Equality Act 2010, Disability and Discrimination Act 1995 as amended by the SEN and Disability Act 2001. The plan draws on guidance set out in the Accessibility Strategy 2017-2019 issued by Hampshire County Council Children's and SEN Services in February 2017.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) and the Equality Act 2010 as:

"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."

Key Objective and Principles

To ensure full access and participation in the curriculum for pupils with a disability by reducing and, where possible, removing barriers related to:

- Education and related activities
- Physical environment
- Provision of information.

The school recognises the need to fully comply with the DDA and this is consistent with aims as outlined in the Equal Opportunities Policy.

Activity

Education and Related Activities

The school will...

- Continue to seek and follow the advice of Local Authority services and of appropriate health professionals
- Ensure that teachers and teaching assistants receive the necessary training to successfully teach and support disabled pupils
- Ensure lessons provide opportunities for all pupils to achieve and are responsive to diversity
- Ensure lessons involve opportunities for whole class, group, pair and individual work
- Encourage all pupils to take part in music, drama and physical activities
- Ensure that staff recognise and allow for the mental effort expended by some disabled pupils for example, during physical activity
- Ensure staff recognise and allow for additional time needed by disabled pupils to use equipment during practical work

- Ensure staff are aware of how to make suitable adaptations to activities to give disabled pupils access to an experience
- Provide access to computer equipment and appropriate technology to reduce barriers to learning
- Make school visits accessible to all pupils
- Have high expectations of all pupils
- Ensure staff remove barriers to learning and participation

Physical Environment

The school will...

- Ensure classroom organisation allows access to disabled pupils
- Consider the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises
- Allow access for all pupils in academic, social and play areas of the school including classrooms, the hall and playground
- Ensure that the ground floor of the building is fully accessible to wheelchair users
- Ensure that pathways and parking arrangements are safe, logical and well signed
- Ensure emergency and evacuation systems are set up to inform all pupils, including those with SEN and disabilities
- Ensure visual signing is clear to all pupils with disabilities
- Reduce background noise for hearing impaired pupils
- Ensure furniture and equipment is selected, adjusted and located appropriately

Provision of Information

The school will...

- Make itself aware of local services, including those provided through the LA, for the provision of information in alternative formats when required or requested
- Provide, on request, information in simple language, symbols, large print, audiotape or Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information
- Deliver information to groups in ways which will be user friendly to pupils with disabilities
- Ensure that staff are familiar with technology and practices developed to assist pupils with disabilities

Welcoming and preparing for disabled pupils

The school is committed to making reasonable adjustments to enable a prospective pupil to take up a place at the school. Adjustments must be practical and satisfy current admissions criteria.

In order to successfully meet the needs of pupils, the school must have full and up to date information about pupils. Prospective pupils will be asked to disclose whether they have received any learning support, have an Educational Psychologist's report or have any disability or other condition of which the school should be aware. Where a pupil has an Education, Health and Care Plan (EHCP), the school will work with the Local Authority to ensure that the identified provision is delivered in an appropriate manner.

The school may need to take advice and require assessments as appropriate when assessing pupils or prospective pupils. The school will be sensitive to any issues of confidentiality.

This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Equalities policy
- Health and Safety Policy
- Special Educational Needs and Disabilities Policy
- Special Educational Needs and Disabilities Information report
- Child Protection Policy
- Teaching and Learning Policy

The Accessibility Plan and associated targets will be reviewed in the Spring term of 2025 when a new plan will be produced to cover the next three years.

Knights Enham Junior School Accessibility Plan 2023-2024

The SENDCo, School Business Manager and Site Manager completed an Access Audit Checklist and the following recommendations were identified.

Increasing the extent to which disabled pupils can participate in the school curriculum

Target	Action	Success Criteria	Outcome	Time frame	Cost
Staff to increase their knowledge and understanding of the needs of disabled pupils and differentiate the curriculum accordingly	Staff to receive relevant training and CPD to increase skills and knowledge to enable them to provide an appropriate learning experience for disabled pupils.	Staff will be appropriately trained.	Pupils with disabilities will have full access to the curriculum.	Throughout the academic year 2023-2024	

Improving the physical environment of the school to increase the extent to which disabled pupils are able to take advantage of education and associated services

Issue	Action	Success Criteria	Outcome	Time frame	Cost
Approach and car parking					
Disabled parking spaces are not as close to the building as they could be	Move disabled space from the car park to directly outside the front of the building	Disabled car parking space will be closer to the building	People with disabilities will be able to park safely and near to the building		
No dropped kerb at entrance to school	Contact Highways/TVBC to arrange a dropped kerb to be put in situ	Dropped kerb in place on both sides of the school gate	People with disabilities will be better able to access the school		

<p>Cars are parked blocking the dropped kerb in the car park</p> <p>Route from car park to building is not clearly marked</p>	<p>Hatching to be put in front of the dropped kerb to prevent vehicles parking there</p> <p>Clear signs to be installed indicating the correct and safe pedestrian route</p>	<p>Vehicles will not park in front of the dropped kerb</p> <p>Signs will be installed</p>	<p>People with disabilities will be able to travel safely from the car park to the path</p> <p>Visitors to the school will know and be able to follow the safest route to the building</p>		
<p>Doors</p> <p>Door frames and doors are not contrasting colours</p> <p>Wheelchair users would not be seen from the other side of a closed door: staffroom, ELSA room, stock room</p>	<p>Decorating to include the painting of door frames to contrast with doors</p> <p>Doors to have full length glass panels to enable visibility</p>	<p>Doors and door frames will be easily visible.</p> <p>Doors will have increased visibility</p>	<p>People with disabilities will be able to better differentiate the doorway</p> <p>Wheelchair users will be able to be seen and will be safe from opening doors</p>		
<p>Lavatories</p> <p>There is only one disabled toilet within the school situated near the front of the building. This is far</p>	<p>Create an additional disabled toilet facility on the ground floor of the teaching block</p>	<p>More than one disabled toilet facility will be available</p>	<p>Pupils with disabilities will be able to access an appropriate toilet near to their classroom</p>		

away from the classrooms Drying facilities in the current disabled toilet are not within reach of the toilet	Hand towel dispenser to be moved to above the sink	People with disabilities will be able to dry their hands from the toilet	There will be no danger of disabled people manoeuvring into their wheelchair with wet hands		
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Improve the delivery of information to disabled pupils, staff and visitors

Issue	Action	Success Criteria	Outcome	Time frame	Cost
Horizontal Movement and Assembly Routes within the school are not clearly signposted in a variety of formats	Signs to be added to direct visitors from the hall toward the teaching block and toward the office	The school will be adequately signposted	Visitors will be able to find their way around		
Portable induction loop is not in use	Portable induction loop to be PAT tested (was due in 2015) and staff trained how to use this	Staff will know how to use the portable induction loop	Hearing impaired visitors or parents will be able to access the loop		
Fixtures and Fittings All relevant locations are not clearly signposted	Increase signage within the school	Relevant locations to be signposted	Visitors will be able to find their way around		

<p>Information</p> <p>There is no tactile plan of the building</p> <p>Large print, Braille or audio versions of school related information are not available</p> <p>Means of escape</p> <p>There is visible fire alarm installed in some areas</p> <p>There are no designated and signed refuges in the event that a disabled person cannot evacuate the building</p>	<p>Contact a relevant company to create a tactile plan of the building</p> <p>Create large print, Braille and audio versions of school information on request</p> <p>Install lights linked to the fire alarm in all areas</p> <p>Assign areas in the school for disabled people to wait if they cannot evacuate themselves safely</p>	<p>A tactile plan will be created and available for visually impaired people</p> <p>Information about the school will be available in available in several formats</p> <p>There will be a visible and audible fire alarm</p> <p>Designated refuges to be signposted</p>	<p>Those with a visual impairment will be able to find their way around the premises</p> <p>Parents and visitors with visual impairments will be able to access relevant information about the school</p> <p>Those with hearing impairments will be aware of when to evacuate the building</p> <p>Disabled people will have a designated area to await assistance if they cannot safely evacuate</p>		
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