



Booker Avenue Junior School

Accessibility Plan

2021 - 2023

Section 1: Vision statement

Schools are required to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to.
- To prepare and publish a Disability Equality Scheme to show how they will meet these duties.

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'. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

This Accessibility Plan forms part of Booker Avenue Junior School's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

In accordance with the Act the plan focuses on three 'key areas':

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. The plan is to be reviewed and updated at least every three years.

Section 2: Schools' aims

At Booker Avenue Junior School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims:

- To provide a safe, secure, stimulating and supportive atmosphere where each child is valued.
- To nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally.
- To secure an inclusive learning environment and to support individual pupils with special educational needs and / or disabilities.
- To celebrate differences together through happy, safe and inclusive learning.
- Be compassionate and accepting of all.

In drawing up this Accessibility Plan the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Booker Avenue Junior School's Special Educational Needs & Disabilities (SEND) Local Offer
- Booker Avenue Junior School's Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work

This plan itself will also be used to advise and inform other school planning documents and policies. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

Section 3: Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum

Booker Avenue Juniors has a close working relationship with its feeder school, Booker Avenue Infants, with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the Liverpool SEN team, outreach services, health professionals and Educational Psychology Service, our SENCO manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding. The school's SLT provide additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. In addition to this, the school works closely with specialist services. The school's governors, SENCO, teachers, teaching assistants and lunch-time assistants have a wide range of qualifications, training and experience of working with children with a varied range of needs.

Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- SENCO to access Early Help and other agencies, e.g. Young Carers
- Advice, assessment and support
- Teaching assistant intervention, inc. social communication
- Whole class and small group work for Social and Emotional Aspects of Learning
- iPads / access technology
- Range of English, Maths and sensory interventions
- Specific Learning Difficulties (SpLD) interventions and fine and gross motor skills
- Access to ALL extra-curricular activities and clubs, school visits, residential and peripatetic instrumental tuition
- Coffee Mornings for parents with children who have SEND
- Advice and support from School Nurse
- Medical Room and Paediatric First Aiders
- Outdoor learning
- Use of diagnostic assessments

- Transition arrangements, planning and support

Booker Avenue Junior School celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

Current Actions: improving access to the physical environment of the school

This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

There are very few parts of the school to which disabled pupils have limited or no access. In addition, the environment is continually enhanced.

Current Actions: Improving the delivery of information to persons with a disability

Written information is available in alternative formats on request.

Section 4: Review and Implementation

The Accessibility Plan is reviewed annually by the Governing Body. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

Information on how to view this plan is included in the school prospectus and on the school's website.

Next review date: January 2023

Improving access to the physical environment

	Targets	Actions	Responsibility	Outcomes
Short term	Improve access to the reception area	a) Rearrange furniture so area is wheelchair accessible and put in waiting chairs for visitors	Caretaker Caretaker	Disabled parents/carers and visitors feel more welcome.
	Improve signage and external access for visually impaired people	Renew external markings and signage.	Caretaker Caretaker	Visually impaired people feel safe in the grounds. Access around the site easier for all.
	Ensure that all disabled pupils can be safely evacuated	a) Put in place Personal Emergency Evacuation Plans for all children b) Develop a system to ensure all staff are aware of their responsibilities	SENCO Headteacher	All disabled children and staff working with them are safe and confident in event of fire.
Medium term	Review and replace inadequate lighting in all areas	To be completed as part of LA refurbishment works	SENCO and Caretaker	Lighting improved for visually impaired children currently in school.
	Review the sound and acoustics in the hall	Investigate sound reduction and dampening strategies	Headteacher and Caretaker	Children with sensory difficulties are more able to access activities in the school hall.
Long term	Audit the reception security and entry system to make it more accessible and welcoming	Carry out access audit on reception area.	Headteacher and Caretaker	All disabled people able to access reception and enter independently.
	3. Ensure all common facilities are accessible to disabled children	Relocate any classrooms where necessary	Headteacher and SLT	All common facilities are on the ground floor.

Improving access to the curriculum

	Targets	Actions	Responsibilities	Outcomes
Short Term	Ensure TAs have access to specific training on disability issues	TAs to access relevant CPD courses each year	SENCO	Raised confidence of TAs as above.
	3. Ensure all staff are aware of disabled children's curriculum access	a) Set up system of individual access plans for disabled children. b) Set up system for information to be shared with appropriate staff	SENCO SLT	All staff aware of individual pupils' access needs.
	4. Ensure all staff are aware of, and able to use, SEN software and resources	a) Audit all SEN ICT and other resources and make list available to all staff b) Run individual training sessions on use of SEN Software	SENCO	Wider use of SEN resources in mainstream classes.

	Targets	Strategies	Responsibilities	Success criteria
Medium Term	Ensure all school trips and residential are accessible to all	Develop guidance for staff on making trips accessible Investigate residential locations to ensure accessibility for all pupils	Headteacher Deputy Head teacher Class Teachers	All children in school able to access all school trips and take part in range of activities.
	Review PE Curriculum to make PE accessible to all	Gather information in accessible PE and Disability Sports b) Invite disabled sports people in for particular sessions c) Review PE curriculum to include disability sports	C McQuade PE Coaches	All children able to access PE and disabled children more able to excel in sports.
	Review all curriculum areas to include disability issues	Include specific reference to disability equality in curriculum reviews Develop PSHE and Citizenship curriculum to address disability equality issues	SENCO to oversee and ensure all needs are met. Headteacher/Subject leaders	Gradual introduction of disability issues into all curriculum areas.
Long Term	Develop consistent approach to differentiation and alternative recording in school	Devise and consult on model school policy with good practice guidance Organise staff meetings and attend PPA to share good practice	SENCO	All staff confident and consistent in range of differentiation strategies and use of alternative recording.
	Ensure disabled children participate equally in after school and lunch time activities	Review participation in clubs at lunch and after school by disabled children Organise additional activities for excluded pupils	C McQuade Headteacher	Disabled children confident and able to participate equally in out of school activities

Improving access to information

	Targets	Actions	Timescale	Responsibilities	Success criteria
Short Term	Review information to parents/carers to ensure it is accessible	Ask parents/carers about access needs when child is admitted to school Review letters home to check reading age/Plain English	Annually from September	Headteacher	All parents getting information in format that they can access e.g. tape, large print.
	Inclusive discussion of access to information in all annual reviews	Ask parents/carers and children about access to information and preferred formats in all reviews Develop strategies/pupil profiles to meet needs	Annually from September	SENCO	Staff more aware of pupil's preferred methods of communication.
Medium Term	Redesign school prospectus and Reception booklet to be accessible	Redesign brochure in Plain English etc. and ensure it explicitly welcomes disabled children and those with SEN	2022	SENCO	Parents/carers feel confident in the information they have about the school.
	3. Establish a Twitter feed for ongoing SEND related information	a) To include information that will inform parents of courses and events.	2022	Head teacher SENCO	Increase communication and raise awareness of SEND related events etc. with parents of disabled children and those with SEN to support their children's education.
	Review all signs in school	Programme to replace written signs including symbols Put symbols onto displays to enhance text	2023	Caretaker Headteacher SENCO	Everyone can understand signage and find way around school.

