

Viking Academy Trust



Accessibility Policy Upton

Approved by the Trust: Term 4 2023

Reviewed every 3 years

Next review date: Term 4 2026

Signed



Chair of Trust

Accessibility Plan

The Viking Academy Trust

Schools in the Viking Academy Trust (VAT)

Chilton Primary School
Ramsgate Arts Primary School
Upton Junior School

This '**Accessibility Plan**' is specific for Upton Junior School.

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1. Vision Statement:

Under the Equality Act 2010 schools should have an **Accessibility Plan**. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.



The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Trust Board. The review process can be delegated to the Local Advisory Body (LAB), an individual or the Head.

At the Viking Academy Trust, the Accessibility Plan for each Viking school will form part of the Trust Improvement Plan and will be monitored by the Viking Estates, Health & Safety Manager and evaluated by the Trust Board (delegated to the FAR Committee: Finance, Audit & Risk Committee)

At Upton Junior School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Upton Junior School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

- 2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.
- 3) Upton Junior School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 4) The Upton Junior School Accessibility Plan ensures access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan aims are to:-

- 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 are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - 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 within a reasonable timeframe;
 - Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- 5) The Upton Junior School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- 7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
- Asset Management Plan
 - Behaviour Policy
 - Curriculum Policy
 - Managing Incidents in School Policy
 - Equality Policy
 - Equality Plan
 - Health & Safety Policy
 - School Prospectus
 - School Improvement Plan
 - Special Educational Needs Policy
 - Safeguarding Policy

- 8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Viking Trust Board. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
- 9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 10) The Accessibility Plan will be monitored through the Trust Board FAR Committee.
- 11) The school will work in partnership with the external parties in developing and implementing this Accessibility Plan.
- 12) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and

Objectives Our

Aims are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils and parents, as needed

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening. Ongoing conversations and positive relationships with parents and carers are key to maintaining open communication about the needs of our children and families. We aim to always be responding to the needs of our community and

amending our practice, provision and accessibility accordingly where possible and appropriate.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; There are no parts of the school to which disabled pupils have limited or no access at the moment. Individual provision for a pupil may be recorded on a plan specific to that pupil and reviewed accordingly.

Curriculum

There are currently no areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum do present particular challenges, and these are dealt with on an individual basis e.g. alternative methods of communication/use of technology in learning. Individual access provision is recorded on a personalised plan for a pupil if necessary and reviewed accordingly.

Curriculum leaders ensure school values of diversity and equality underpin learning.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others if a need is identified. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff where needed.

4. Access Audit

The school is a single storey building with wide corridors and several access points from outside. The hall is accessible to all.

There is on-site parking for staff and visitors. All entrances to the school are either flat or ramped and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users.

There are disabled toilet facilities available in the Office area fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked. Facilities are available for the use of wireless microphones used by hearing impaired people.

5. Management, coordination and implementation

The Viking Academy trust consults and works closely with experts/outside agencies when new situations regarding pupils with disabilities are experienced. Support is sought from relevant professionals and may involve an access site visit or staff training in order to meet the needs of all pupils attending.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to be completed by	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability</i></p>	<p>Training for specific staff including medical</p> <p>Use of IT equipment</p> <p>Review curriculum resources to update & refine</p>	<p>Audit of CPD as part of appraisal process & Staff Career Progression Planner</p> <p>Teachers to be given opportunities to observe outstanding practitioner use IT to further enhance learning in lessons</p>	<p>SLT</p> <p>SENCo / SLT</p>	<p>Ongoing, commencing 2023</p> <p>Ongoing 23-26</p>	<p>Appropriate training in place to meet the medical and other needs of pupils</p> <p>Evidence of IT equipment being used in lessons more effectively in formal / informal learning walks and lesson obs</p>

	<p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>Fine & Gross Motor Interventions in place for specific pupils</i></p>			<p>SENCo / HoY</p>		<p>Interventions in place for Fine & Gross Motor group skills (Fizzy grps) with assessment which identifies and show progression</p>

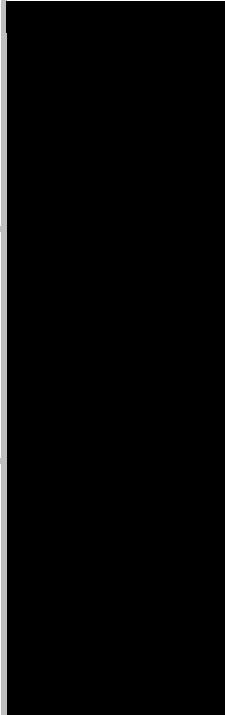
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • <i>Ramps</i> • <i>Elevators (N/A)</i> • <i>Corridor width</i> • <i>Disabled parking bays</i> • <i>Disabled toilets and changing facilities</i> 	<p>To ensure external steps are visible</p>	<p>To paint yellow lines on external steps on to playground to improve visibility and raise awareness</p>	<p>Estates H&S Manager</p> <p>Upton LAB H&S Governor</p>	<p>Summer 2024</p>	<p>Yellow lines visible</p>
	<p>□ Have <i>Library shelves at wheelchair-accessible height</i></p>					

<p>Improve the delivery of information to pupils with a disability</p>	<p><i>Staff are welcoming and happy to invite parents and visitors into school</i></p> <p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • <i>Internal signage</i> • <i>Large print resources</i> • <i>Language converter on website</i> • <i>Induction loops</i> • <i>Pictorial or symbolic representations</i> 	<p>Improve communication at the front door to be accessible for all</p>	<p>Create pamphlets which are available at the front desk / and online to direct parents and visitors to local support networks e'g' SEND support, family support services etc</p> <p>Have a TV welcoming parents and visitors with LIVE twitter feed and interesting events displayed. Include BBC news feed.</p> <p>Have school prospectus available in different languages.</p>	<p>SLT/CAM Manager</p>	<p>2023-26</p>	<p>Pamphlets on display</p> <p>TV up and working</p> <p>Prospectus translated.</p>
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Appendix 1: Upton Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
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Number of storeys	one	Corridors to be kept clutter free, clean and carpeted areas reviewed to ensure hazards are identified and rectified.	Estates & H&S Manager with Caretaker H&S Gov to monitor	
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Adequate space is available for wheelchair / frames	As above	
Lifts	N/A			
Parking bays	Designated spaces available in school car park (2)	Maintain signage on allocated car park spaces and ensure these spaces are signposted	Estates & H&S Manager	ONGOING
Entrances	Main entrance / gates are double door access	Main entrance gates are not automatic opening. To be looked at when doors/gates replaced	Estates & H&S Manager	2026



Ramps	Ramps	Site Team to ensure ramps remain clear from clutter and surface level appropriate. Ensure H&S audit completes annual check of ramps	SLT/ Caretaker & H&S Governor	ongoing
Toilets	Disabled toilet available on main corridor with a handrail and a pull emergency cord	Maintain usage	Caretaker	ongoing
Reception area	Double doors. These are automatic. Buzzer entry system available to request opening. Enclosed lobby plus large reception area. Low level reception area	Main doors to school are automatic and under a maintenance contract Site Team to test 'buzzer' at regular intervals and maintain as appropriate	Caretaker	ongoing
Internal signage	Large signs in place	Ensure signage is up to date. This is checked as part of termly H&S audit.	Caretaker/ H&S Governor	ongoing

<p>Fire Alarms</p>	<p>Currently auditory alarm in place.</p> <p>Emergency evacuation plan in place that considers evacuation of persons with disability</p>	<p>Visual fire alarms to be installed in new areas of the school and when old areas are being developed.</p> <p>Evacuation plan to be updated annually</p> <p>Weekly Testing of alarms with notices in communal areas to inform staff & visitors</p>	<p>Estates, Health & Safety Manager</p> <p>Caretaker</p>	<p>2023-26 ongoing</p>
<p>Doors</p>	<p>Newly installed doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door.</p>	<p>Maintenance of doors - ensure the fittings to hold open (external) are secure in all weathers</p>	<p>Caretaker</p>	<p>2024</p>
<p>Emergency escape routes</p>	<p>Labels well and clearly displayed throughout school.</p>	<p>Continue to maintain labels and ensure these remain in place and are visible to all. This is checked as part of termly H&S audit.</p>	<p>Estates & H&S Manager / Caretaker/ H&S Governor</p>	<p>ongoing</p>