



OVERCHURCH JUNIOR SCHOOL ACCESSIBILITY PLAN

2020 - 2023

- This plan was written in July 2020 following an audit of the school environment.
- **Statement of intent:** This plan outlines the proposals of the governing body of Overchurch Junior School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The head teacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually by the relevant governors' committee to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

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ACCESSING THE CURRICULUM: Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.						
Timescale	Action	Person(s) responsible	Success criteria	Resource information	Monitoring and review	Evaluation of outcome
Short term (by July 2021)	Develop use of online learning platforms to deliver personalised weekly homework opportunities for pupils with SEND.	SEND Team Class Teachers SLT	Pupils with SEND will have appropriate homework tasks relevant to their academic learning targets.	Seesaw NESSY Mathseeds Purple Mash	SEND Team to monitor homework tasks set and pupil responses. Parents/Carers to feedback on accessibility of home learning tasks.	June 2021 Seesaw was accessible to all pupils from September 2020. All pupil logins and passwords were sent to parents/carers. Weekly homework tasks are set by class teachers. Daily lessons were set via Seesaw during the Covid 19 lockdown. Laptops were provided to pupils who needed them to access learning from home during lockdown. Parents were sent a questionnaire about accessing home learning during the lockdown. Some pupils were given paper packs for home learning if they struggled to use the online learning platforms.
Medium term (by July 2022)	Develop use of online learning platforms to deliver intervention programmes accessible to SEND pupils to close gaps in learning and support differentiated classroom learning opportunities.	SEND Team Class Teachers SLT	Pupils with SEND will have a differentiated and personalised curriculum, enabling them to make good progress.	Seesaw NESSY Mathseeds Purple Mash	SEND Team to monitor use of intervention programmes through a variety of learning platforms. SLT to monitor pupil progress.	July 2022 Pupils have accessed NESSY, Mathseeds and T T Rockstars through early morning clubs, lunchtime clubs and small intervention groups. All have supported pupils to make greater progress and develop independence in their learning.

<p>Long term (by July 2023)</p>	<p>Pupils who have difficulty recording their work independently will have regular access to technology to support them in the classroom, enabling them to communicate their ideas and understanding.</p>	<p>SEND Team SLT Hi Impact technical support ICT Coordinator</p>	<p>Pupils will communicate their ideas clearly using technology.</p>	<p>I-pads Voice recorders Voice to text apps</p>	<p>SEND Team and SLT to carry out classroom observations, work scrutiny and pupil voice interviews to assess the impact of technology.</p>	<p>July 2022 Pupils with dyslexia are using individual ipads to access teaching slides in lessons. Pupils with motor skills difficulties are using laptops to write longer pieces of writing. Voice 21 strategies are being taught and used to enhance quality first teaching in classes. Pupils are using ipads to record their ideas to support communication.</p> <p>July 2023 Group sets of IPads were purchased for Year 3 /4 nurture groups and used daily for children to access individual learning programmes.</p>
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ACCESSING THE PHYSICAL ENVIRONMENT: Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.						
Timescale	Action	Person(s) responsible	Success criteria	Resource information	Monitoring and review	Evaluation of outcome
Short term (by July 2021)	Ensure pupils with physical disabilities can access soap dispensers for washing hands.	SEND Team Business Manager Cleaning staff	All children will be able to access soap dispensers to wash hands independently.	New soap dispensers. Relocate position of dispensers to enable all pupils to reach them. Provide alternative soap and hand sanitizing resources.	SEND Team to audit use of soap dispensers. Pupils to contribute to the review. Cleaning staff to monitor supply of soap and hand sanitizers.	June 2021 New soap dispensers were installed in September 2020 and hand gel stations were set up in accessible locations around school. Individual hand gel bottles were given to pupils. A portable soap dispenser with an electronic sensor was purchased for the disabled toilet.
Medium term (by July 2022)	Ensure that doors can be used at both seating and standing height. Ensure that all door handles can be grasped and operated easily.	SEND Team Business Manager OT Service	All pupils and adults can independently use doorways to enter, exit or negotiate rooms, corridors, entrances and exits.	Relocation of door handles as required.	SEND Team to audit all doors and organise relocation of handles where necessary. Review accessibility for wheelchair users and seek advice from OT. Parents/carers and pupils to participate in audit and review.	July 2022 TA audited classroom and playground doors for wheelchair users. Outside doors are too heavy to push open so pupils have a TA or Buddy to help open doors.
Long term (by July 2023)	Ensure all visitors, staff members and pupils have equal access to all outdoor areas within the school premises.	SEND Team Business Manager OT Service	All pupils and adults can access all outdoor areas within the school premises.	Audit and purchase equipment to support access for those with physical disabilities.	SEND Team to audit all outside areas. Review accessibility for wheelchair users and people with physical disabilities. Seek advice from OT. Parents/carers and pupils to participate in audit and review.	February 2022 A new gate has been installed to enable access for wheelchair users and children with walking frames to the Sensory Area. September 2022 new outside entrance gateway and path created to enable wheelchairs to access the Sensory Garden from the main pathway to the playground. July 2023 Sensory area gate checked by health and safety and adapted to

						improve safety, only opening in one direction.
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ACCESSING INFORMATION: Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.						
Timescale	Action	Person(s) responsible	Success criteria	Resource information	Monitoring and review	Evaluation of outcome
Short term (by July 2021)	Ensure all relevant areas of the school display clear signs for all to read including people with visual impairments, including colour blindness.	SENDCo Business Manager Vision Support SEND Team	Signage around school will be clearly visible to all, including people with visual impairment.	New signage will need to be created and displayed as required following an audit of current signage.	The SEND team will complete a Learning Walk following guidelines from Vision Support team to evaluate the impact of new signage.	June 2021 A member of the Vision Support Team visited school in June 2021 to conduct an audit with the SENDCo. Suggestions were made to add further signage around school to orientate visitors to different areas of the school. Signage will be updated in the Autumn term to orientate pupils and visitors to classrooms and key areas of the school. SEND Team will evaluate the impact.
Medium term (by July 2022)	Ensure all relevant areas of the school display clear signs for all to read including those with hidden disabilities, such as autism or dyslexia. Provide visual clues to help pupils, staff and visitors orientate themselves in passageways.	SENDCo Business Manager SEND Team	Signage around school will be clearly visible to all, including people with hidden disabilities.	New signage will need to be created and displayed as required following an audit of current signage.	The SEND team will complete a Learning Walk with a group of SEND pupils to evaluate the impact of new signage.	September 2022 New signage put up in Year 3 toilets with clear symbols.
Long term (by July 2023)	Ensure the school website provides SEND pupils and their parents/carers access to information and links to support within the local community.	SENDCo SEND Team Sally Tittle (Local Offer) Local SEND related organisations Parents/Carers	The website will provide SEND parents/carers with signposts to organisations within the local community. Parents/Carers and pupils will feel a part	A new section will be created on the school website dedicated to local SEND support groups.	Parent/Carer survey to monitor the impact of actions. Parents/Carers will have a clear understanding of the purpose of the Local Offer and	July 2023 Local Authority SEND Snapshot information shared on school website. Information related to SEND and SEMH opportunities and events in the local

			of the local community.		will feel supported by organisations within the local community.	community shared regularly on school newsletters.
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