



WEST RISE

WEST RISE JUNIOR SCHOOL

POLICY:

ACCESSIBILITY PLAN

Original Date of Policy: October 2015

Ratified by Governors: October 2015

Reviewed: October 2019

Reviewed: January 2023

Signed:

To be reviewed: January 2025

At West Rise Junior School we inspire and empower independent and creative learners who will continue to enrich their lives and those of others within a culture of high achievement and mutual respect.

At West Rise Junior School we aim to identify and support all pupils following guidance laid out in the East Sussex and West Rise Junior Dyslexia Policy .

West Rise Junior School is a Rights Respecting School and puts the articles of the Unicef Children's Rights Charter at the heart of all school policies. This policy reflects that as a school we recognise that all children have the right to be safe, be educated and learn, be treated fairly, be listened to, a healthy lifestyle, extra support if they need it and a right to join in cultural and artistic activities.

Purpose of Plan: This is to show that West Rise Junior School intends to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors

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

Areas of planning responsibilities:

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs or school trips.
- Improving access to the physical environment of the school

- Improving the delivery of written information for disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

Contextual Information

West Rise Junior School was built in 1975 and is a single storey building on a flat site. There are currently twelve classrooms all with outside access, three activity areas, an assembly hall (which also serves as a dining room), a library, an external classroom, offices and art studio. There is a disabled toilet with wheelchair accessibility. There are ramps installed to all main entrances including the reception area. There are ramps installed to some of the individual classrooms. There is no wheelchair access to the art studio.

There is a community Sports Hall on site which is used by both the Infants and Junior Schools and community groups. This is accessible to wheelchair users.

A large extension was completed in March 2016 consisting of six new classrooms, toilets and refurbished office accommodation. The mobile classrooms have been removed. All new accommodation is accessible by wheelchair users.

Currently we have no wheelchair dependent pupils, parents or members of staff.

In the event of admitting disabled learners access to
<https://unlockingopportunities.equalityhumanrights.com//default.asp>

ACCESSIBILITY FOR DISABLED CHILDREN

Where we want to make progress <i>Key Activity</i>	What we will do <i>Action to be taken</i>	When it will be done <i>Time Scale</i>	How we know we have made progress <i>Success Criteria</i>
Curriculum Access			
Continue to improve our assessment, pupil tracking and target setting policies and practices	Extend the scope of assessing school performance data Use ESCC assessment without levels	Continuing to set targets for vulnerable groups - under-achievement will be clearly identified in terms of value added data	Target setting process clearly identifies achievement for children with SEN or disabilities or children who qualify for Pupil Premium
Develop the Continuing Professional Development (CPD) opportunities on offer to teachers and support staff	Ensure that an appropriate programme of training is available for all staff through the LEA or external providers	Continuing	By the take up of training opportunities
Establish clear links with other school policies as regards consideration of accessibility matters	Evaluate and amend School Policies and plans as part of the planned evaluation and review programme	Continuing	School Policies and plans when reviewed by Governors will show consideration to accessibility matters
Continuing identification and support for children			

at risk of dyslexia			
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ACCESSIBILITY FOR DISABLED CHILDREN

ASSESSIBILITY PLAN

Where we want to make progress <i>Key Activity</i>	What we will do <i>Action to be taken</i>	When it will be done <i>Time Scale</i>	How we know we have made progress <i>Success Criteria</i>
Physical Access			
Conduct an accessibility audit	Undertake an audit of accessibility of school buildings and other areas by the Governors H & S Committee, SMT and SENCO to report	2022	Report to be submitted to Governing Body Disabled toilet and ramping completed

	back to <i>Governing Body</i>		
Consider improvements/adjustments to school buildings or other areas in accordance with findings	Include a programme of building into the 3 year budget plan	Continuing	A building programme to be included in 3 year Budget Plan
Seek guidance and advice regarding access and funding	Obtain guidance and advice from LA on physical access and funding	From 2015 onwards	Guidance to be sought and findings incorporated into SDP and 3 Year budget plan

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ASSESSIBILITY PLAN

Where we want to make progress	What we will do	When it will be done	How we know we have made progress
<i>Key Activity</i>	<i>Action to be taken</i>	<i>Time Scale</i>	<i>Success Criteria</i>
Information Access			

School Management Team and SENCO to undertake audit of school and home information in light of SEN and disabled children	SMT to undertake an audit of school and home information. Consider and implement changes as and when appropriate	Ongoing	A continuing process of reviewing all information relating to SEN and disabled children
Seek guidance from LA	See guidance from LA regarding producing information aimed at children with SEN and disabilities	Continuing	Guidance and advice is obtained via the LA's CZone
Seek continued guidance and advice from the DfES and the Disabled Rights Commission	Obtain guidance and advice from DfES and DRC regarding national matters relating to SEN and disabled children	Continuing	Guidance and advice obtained when appropriate

ADDENDUM TO POLICY. February 2016 on completion of extension to existing school buildings

West Rise Schools Access Statement

Part M Compliance:

- Clear opening widths of all doors complies with Part M of the Building Regulations.
- All light switches, door access controls and blinds are intended for operation by staff only.

- Visitors will not need to operate any light switches. Accessible (*visitor*) WC (0.71) lighting is on a movement sensor.

Access:

- Thumb turns to the interior of all classrooms and offices are Part M compliant and override the locks.

Security

Staff Fob Access, with internal break glass door operation (to facilitate fire escape) as follows:

- Exterior (Junior Entrance) to Lobby (0.01)
- Lobby (0.01) to Circulation (0.06)
- Lobby (0.01) to Office (0.02)
- Exterior (Junior *old* entrance) to Occasional Entrance (0.11)
- Exterior (Junior classroom extension) to Circulation (0.51)
- Lobby (0.66) to Circulation (0.69)
- Lobby (0.66) to Group Area (0.74)

Fire Escape

Break glass door operation to facilitate fire escape to doors described above.

Lever handles to all other external doors; School FM to unlock the doors at the beginning of the day, and lock the doors and the end of day, this way ensuring single motion as required by Building Control is in place.

Further points to note:

If the School were to hire disabled staff in the future, this would necessitate alterations to any high level ironmongery.

If the School were to hire visually impaired staff in the future, colour contrasting light switches would need to be provided throughout their work areas and access corridors (by refitting coloured plates or surrounds); architraves to doors would also have to be painted a contrasting colour.