



## Brookland Junior School Accessibility Action Plan

### **Aim 1: To maximise the extent to which disabled pupils can participate in the school curriculum**

Our key objective is to reduce and eliminate barriers to access the curriculum and ensure full participation in the school community for pupils and prospective pupils, with a disability.

<b>Target</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success criteria</b>
To liaise with infant school about potential intake for September.	To identify pupils who may need additional to or different from provision	Termly	SEN and Inclusion Leader for both schools	Procedures and equipment in place for September.
To establish close liaison with parents	To ensure collaboration and sharing between schools and families	Ongoing	Head Teachers SEN and Inclusion Leaders Class teachers Teaching assistants	Clear collaborative working approach
To establish close liaison with outside agencies for pupils with ongoing health needs	To ensure collaboration between school and outside agencies	Ongoing	SEN and Inclusion Leaders Teaching assistants Outside agencies	Clear collaborative working approach

To ensure pupils disability is identified and that reasonable adjustments are made in provision	SEN support, EHCP children and those with support Plan to be placed on Profile of concerns. Staff to complete referral for children of concern	Ongoing	SLT SEN and Inclusion Leaders Class teachers Teaching assistants	
To ensure all groups of pupils with common needs have support and appropriate adjustments to provision (Pupil Premium, EAL, SEND, G & T, LAC)	Identification of pupils in groups.  Provision map	Ongoing	SLT SEN and Inclusion Leaders Class teachers Additional Needs teachers and teaching assistants	Provision updated each term
To ensure full access to the curriculum for all pupils, making all reasonable adjustments	Support from advisory teachers.  Training for staff and; <ul style="list-style-type: none"> <li>• Differentiated curriculum</li> <li>• Use of pre key stage levels</li> <li>• Training for teaching assistants</li> <li>• Use of interactive ICT equipment</li> <li>• Specific equipment from Speech and language Therapist, Occupational</li> </ul>		Head teachers SEN and Inclusion Leaders Educational Psychologist Speech and language Therapist Physiotherapist Occupational Therapist	Advice taken and strategies evident in classroom practice.

	Therapist or Physiotherapist			
To promote the involvement of pupils with a disability access to school trips	Staff to do a pre-visit and complete risk assessment for children with a disability. To check wheelchair access and disabled toilets at venue. To differentiated the schedule for the day to meet the needs of the pupils. To book appropriate transport for pupils in wheelchairs.	Ongoing	Class teacher Support from SEN and Inclusion Leader	

**Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

Target	Strategies	Timescale	Responsibilities	Success criteria
To ensure provision for current pupils is suitable	Review building arrangements in place for current pupils	Ongoing	Head teacher SEN and Inclusion Leader	Classroom are appropriate for current children.
Ensure staff training including First Aid training is in place to support current pupils.	Review how current pupils needs are being met. All medical needs updated on	Every 2 years training for staff.	Head Teacher SEN and Inclusion Leader Welfare Assistant	Staff have been trained on Epi Pen and had basic first aid.

Epi pen training staff	profile for supply staff and in the staffroom.			
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**Aim 3: To improve the delivery of information to disabled pupils and parents**

Target	Strategies	Timescale	Responsibilities	Success criteria
To ensure pupils with a visual and or hearing impairment have access to the curriculum	<ul style="list-style-type: none"> <li>• Staff informed of children's needs</li> <li>• Staff encouraging use of hearing aids</li> <li>• Advice from Visual Impairment Advisory Teacher on how to support child and use of specific resources such as Braille, magnifiers, visualizers, large screens linked to whiteboards and enlarged texts.</li> <li>• Advice from Hearing Impairment Advisory Teacher</li> </ul>	Ongoing	Head Teacher SEN and Inclusion Leader Advisory Teachers	Children have appropriate equipment to meet their needs. Regular visits from Advisory teacher to support staff and pupils.
Ensure library has materials available to	Identification of needs of children joining the school	Ongoing	Librarian	Braille and large print texts available in the

support the learning of pupils with Visual Impairment				library
Make available school newsletter and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those who require	Ongoing	Head Teachers SEN and Inclusion Leader	.