

Cam Woodfield Junior School

PSED (Public Sector Equality Duty) Access Policy – 2019 to 2024 **Reviewed Plan Nov 2020**

Cam Woodfield Junior School's Access Plan has been produced in collaboration with the school community and will advise other school planning documents. The Access Plan will be reviewed annually in respect of progress and outcomes, and provide a projected plan for the four years' period ahead of the next review date or sooner subject to changes in relevant legislative policy with regards to access.

The Access Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Cam Woodfield Junior School is committed to providing an environment that enables full access to curriculum that is inclusive to 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 keeping with the Equality Act 2010 as regards disability and the need to develop a culture of inclusion, support and awareness within the school.

Cam Woodfield Junior School's Access Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and, as far as is reasonable, in anticipating the need to make adjustments to accommodate individual needs where practicable. The Access Plan contains:

- Measures 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 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 school 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;
- Measures to improve 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;
- Measures to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Access Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training addresses the need for continued awareness for staff and governors on equality issues in keeping with the Equality Act 2010.

The Access Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policies
- Equality Objectives
- Health & Safety Policy (including off-site safety)
- Special Educational Needs Policy
- Behaviour Policy
- School Improvement Plan

The Access Plan for physical Access relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Access Plan and therefore some items will roll forward into subsequent plans. An Access 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 Access Plan for the ongoing period.

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.

The School's complaints procedure covers the Access Plan.

The Access Plan will be published on the school website.

The Access Plan will be monitored through the Local Governing Body meetings.

The school will work in partnership with any necessary agencies when developing and implementing the Access Plan.

The Access Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

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OBJECTIVE: Improve Curriculum Access				
TARGETS	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT / IMPACT
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Monitored by HT and SENDCo	Continuous	Increased access to an appropriate curriculum for all pupils. Staff CPD to date: Trauma trained School, Intimate Care training, Peg feed training, haemophilia training, Asthma, Epipen and Allergies training by the school nurse, Autism training, Dyslexia training, Self-harm.
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment and if outside providers are used they will comply with all current and future legislative requirements Monitored by HT	Continuous	Increase in access to all school activities such as trips out, residential visits, extended school's activities and sporting events for all pupils. Pupils are expected to take part in all activities. Adjustments are made to ensure that this is in place as part of the risk assessment for the activity and the child, if required.
To ensure classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils Monitored by HT / Premises manager	Continuous	More time available for pupils to participate in curriculum activities. In light of COVID-19 measures and the associated risk assessment, the school has taken into consideration that these measures must not impact on a pupil or member of staff accessing learning / work in the school environment. The school has

				put into place, measures that ensure participation and independence for all its pupils and staff.
Training for Governors in terms of Raising Awareness of Disability Issues	Provide training for governors	Whole school community aware of issues relating to Access Monitored by Co-Chair of Governors	Continuous	Society will benefit by a more inclusive school and social environment. Headteacher reports to Governors termly of any H&S issues or safeguarding issues that may affect any disability issues.
To deploy Teaching Assistants effectively to support pupils' participation	Review needs of pupils within each class and staff accordingly Ensure staff skills are matched to pupil needs	Pupils needs are appropriately met through effective deployment of skilled support staff Monitored by HT and SENDCo	Continuous	All pupils are supported to achieve their full potential. From routine monitoring by SLT and other reviewers, this is identified as a strength of the school. Due to COVID-19 measures (Ref: Supporting Pupils with SEND under the Current COVID Restrictions Policy), the school's Blended Learning Policy is adjusted to support individual needs. This has been achieved by 1:1 TAs knowing the child's learning parameters and using this information to use various strategies to ensure that work is accessible and achievable at home. E.g. live face to face meetings might be successful with one child but not necessarily ideal for another and therefore, hard copies of the learning needs

				to be sent to the family.
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OBJECTIVE: Improve Physical Access				
TARGET	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME / IMPACT	Cost (est.) £
Improve access into school via the end of corridor external doors for wheelchair users or pupils / visitors that need to use equipment to assist them to walk.	Installation of fixed or temporary ramp system in front of the end corridor external doors.	Install ramps that are either fixed or temporary to support pupils/ visitors to enter the school with ease.	Summer 2019 Achieved – both ramps are installed by the external corridor doors for pupils, staff and visitors to access the outside. This also supports the H&S policy of quick exit route during an emergency.	£13K total cost of installation and works.
Toileting facilities are compliant and enable wheelchair users' access.	The sizes of the room and door widths to the toilets are compliant with regulations and enables wheelchair users and carers suitable access and room to the facilities.	A survey of compliancy for the existing allocated disable toilet and washroom facilities.	Summer 2019 Achieved. The school has installed an Access Room for stakeholders to use and enables the wheelchair users to use the facilities independently.	
To improve facilities for pupils who attend the school who need intimate care.	Installation of washing facilities e.g. a shower that will also be incorporate in the existing disabled toilet. Emergency Pull Cord installed.	A shower installed in the disabled toilet, for pupils who need intimate care provision. Emergency Pull Cord installed so that staff can raise the alarm to SLT if they need assistance.	Summer 2020 Achieved a year earlier – Summer 2019. Facilities have been installed to ensure a safe and private place to carry out intimate care provision. First aid bed has been installed in the area as well as secure cupboards to store medical equipment and resources. Emergency pull cord in place and checked periodically as	

			part of the H&S record keeping processes in the school.	
Hearing Loop installed for all stakeholders and visitors to access information regarding the school.	To install a hearing loop in the school office.	Hearing Loop installed to enable both pupils, staff and visitors access to information regarding the school.	Summer 2020 Extended the timeframe on this objective due to COVID-19 measures.	£300+

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OBJECTIVE: Improve the delivery of written information				
TARGET	STRATEGY	OUTCOME	TIME FRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	On going	Delivery of information to pupils and parents/carers Improved. COVID-19 measures are in place to ensure that all pupils can access their learning by the school's VLE (Virtual learning Environment) or through live / pre -recorded lessons. (Ref: Supporting Pupils with SEND under the Current COVID Restrictions Policy)
Make available school prospectus, school newsletters and other information for parents/carers in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all. School information published on the school website and updated regularly.	On going	Delivery of school information to parents and the local All parents receive electronic version of the communications and also information videos that are accessible through the school's website and social media.
Survey parents/carers as to the quality of communication to seek their opinions as to	Send out survey to parents/carers Regarding the quality of	School is more aware of the opinions of parents/carers and acts	Ongoing	Parental opinion is surveyed and action taken.

how to improve.	communication.	on this.		<p>Positive feedback about using social media and text messaging services to get information out quickly to all parents.</p> <p>Additional surveys are required on pupils' ability to access remote learning at home when there are additional siblings in the household also needing to access it at the same time.</p>
The school moves towards an electronic method of reporting to parents.	Electronic reporting methods are explored.	The school has explored electronic reporting methods and is knowledgeable about best practice.	Summer 2021	<p>The school is able to move forward with electronic reporting to parents/carers.</p> <p>The school is now electronically reporting their child's attendance data live and daily to parents through the eSchools App. Staff have held online parents' meetings for the autumn term 2020. Annual electronic reports are sent as a word document to parents by the eSchools VLE.</p> <p>The school is still looking into whether there is a live version of assessment that could be circulated to parents or parents can contribute and form the annual report.</p>

Ratified: December 2020