

HOVE JUNIOR SCHOOL

Accessibility Plan 2022-2024

Introduction

At Hove Junior School, we recognize that we have a requirement under the Equality Act 2010 for schools to have an accessibility plan.

Purpose of the plan:

- to maximise the extent to which pupils with disabilities can participate in the curriculum
- to improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided
- to improve the availability of accessible information for disabled pupils or carers with disabilities

Definition of disability according to the Equality Act 2010

“You’re disabled under the Equality Act 2010 if you have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.”

School values:

- to ensure that everyone within the organisation is happy and successful
 - to encourage everyone to use their capabilities to fulfill their potential
 - to begin to prepare children for the complexities and challenges of adult life by developing:
 - lively and enquiring minds
 - a love of learning
 - knowledge, experience and understanding of the world in which they live
 - skills and attitudes to become independent and co-operative learners
 - self-respect and a belief in their own abilities
 - an understanding of right and wrong, self-discipline and respect for the rights and needs of others and for the environment
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Hove Juniors is a six-form entry Junior school situated over two sites a mile apart. Our Portland Road site is a Victorian building and our Holland Road site is a more modern building which is shared with our link Infant school. Both sites are in urban areas.

The sites can be accessed via pedestrian entrances. At Holland Road this is at the front of the building and the main office can be accessed via a ramp. At Portland Road there is stepped access via the main pedestrian gate and the entrance to the main office is also accessed via steps, however the double (transport) gates and the external door to the Year 3 corridor provide wheelchair access to the building.

The front foyers which lead into the reception areas are accessible during the school day. The playground entrances/exits are opened at specific times during the school day to allow ease of drop off and pick up of pupils. These entrances can be opened by our caretaking and/or office staff during other parts of the day if required for wheelchair users. There is no on-site parking on either site but there are designated disabled parking bays on the roads outside both sites.

Portland Road – Most of the school is on the ground floor level and is accessible for wheelchair users. There is a lift to enable access to Year 3 classrooms.

Holland Road - All areas of the school are fully accessible for wheelchair users and there is a lift to all floors.

Hearing loops are in classrooms where required and both sites have nappy changing facilities. Both sites have disabled access toilets.

Involving disabled people

The plan will be informed by:

- The views and aspirations of pupils themselves
- The views and aspirations of the families of disabled pupils
- The priorities of the local authority

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Please see the following policies which link to this plan:

- Special Educational Needs and Disabilities
- Health and Safety

The plan will be available via the school website or through the school office.

Monitoring will take place as required or annually.

Training for staff will be provided in accordance with the plan.

Accessibility needs will be addressed in consultation with the Local Authority when required.

Approved by:

Date:

Section 2: Aims and objectives

Our aims are to:

- 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 or to carers with disabilities

The table below sets out how the school will achieve these aims.

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Aim	Outcomes	Actions
Improvements in access to the curriculum.	<ul style="list-style-type: none"> • Increase confidence of all staff in differentiating the curriculum • Ensure staff have specific training on disability issues • Ensure all staff are aware of curriculum access for key children • Use ICT software to support learning • All educational visits to be accessible to all • PE curriculum is accessible to all 	<p>Ongoing support through SEND action planning meetings, Quality First Teaching and training</p> <p>Use the established data profile, review achievement data by disabled cohort</p> <p>Resources, including texts and displays, will be representative of the whole school community including disabled pupils and their families</p> <p>All trips are suitably risk assessed to ensure participation of all pupils</p> <p><i>See also Special Educational Needs and Disability policy</i></p>
Physical improvements to increase access to and education and associated services.	<ul style="list-style-type: none"> • Be aware of staff, governors, parents and visitors access needs and meet as appropriate. • Good access for wheelchair users through main entrances, corridors, cloakrooms and hall (on the ground floor of the building) • Close parking for dropping off and picking up disabled pupils. 	<p>Termly premises inspections by caretaker/office manager</p>

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	<ul style="list-style-type: none"> • Lift to upper floor classrooms. • Consider needs of disabled pupils, parents/carers or visitors when considering any redesign • Signage and external access is accessible for visually impaired people • Ensure all disabled pupils can be safely evacuated • Ensure accessibility of access to IT equipment • Ensure hearing equipment in classrooms to support hearing impaired 	<p>PEEP (Personal Emergency Evacuation Plan) in place for all disabled pupils</p> <p>SEN Ipads/Chromebooks</p> <p>Soundfields systems in place for class rooms with hearing impaired children</p>
Improvements in the provision of information in a range of formats for pupils with a disability.	<ul style="list-style-type: none"> • Improve the delivery of information in writing in an appropriate format • Annual review information to be as accessible as possible • Languages other than English to be visible in school • Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems • Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information 	<p>See SEN and Disabilities policy</p>

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Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Portland Road: 2 storeys Holland Road – 4 storeys	None required – clear stairwells and working lift in place.	n/a	n/a
Corridor access	All corridors kept clear to ensure consistent and smooth transition around both schools. LED lighting in all corridors.	Premises inspections held termly	SBM/Caretakers	ongoing
Lifts	Both lifts have service agreement in place	Service agreement to be renewed on annual basis	SBM	Yearly
Parking bays	n/a			
Entrances/ramps	Portland Road – 2 entrances (main gate has sloped entrance suitable for wheelchair users) Holland Road – 2 entrances (main gate has sloped entrance and main reception has ramp as well as steps)	None required	n/a	n/a
Toilets	Portland Road – 1 disabled toilet Holland Road – 4 disabled toilets on each floor	None required	n/a	n/a
Reception area	Portland Road – 1 external step up to reception office. Holland Road – on ground floor. Fully accessible.	Ensure portable ramp available at all times.	SBM/office staff	

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Internal signage	Emergency signage in place using correct guidelines	None required	n/a	n/a
Emergency escape routes	Clearly identified by signage and printed on emergency evacuation procedure	Continue to ensure emergency evacuation procedure shared with all staff during induction.	SBM	Ongoing