



<b>1.00</b>	<b>Introduction</b>			
1.01	This purpose of this document is to set out the School's plans for the improvement of accessibility to the School's Curriculum, Written Information and Physical Environment as required by Part 6 of the Equality Act 2010.			
1.02	This plan covers the period 1st April 2022 - 31 March 2024 and is indicative beyond this timescale			
1.03	The plan is based on an earlier review by Evans Architects. Unfortunately the school deferred planned updates due to COVID. Future amendments will be made as part of the schools wider review of it's estate currently underway			
1.04	It is intended that the Plan be maintained as a 'live' document and thus each section incorporates space to confirm the date a goal or target has been achieved and the benefits achieved as a result as part of the evaluation process.			
1.05	The Plan should be reviewed and updated annually to ensure that it remains current and part of the strategic development planning process for the school as a whole.			
<b>1.10</b>	<b>Guidance Documents</b>			
1.11	This plan has been based on the guidance document 'Accessible Schools: Planning to increase access to schools for disabled pupils' published by the Department for Education and Schools 2002.			
<b>1.20</b>	Access to the Curriculum - A separate Annex prepared by the School SENCO is provided			
1.21	Intentionally Blank			
1.22	This section of the plan may or may not include a cost against each item as many items bear an internal cost only. Where a cost is not shown the target date column should be relied upon to indicate the planned completion date.			
<b>1.30</b>	<b>Access to Written Information</b>			
1.31	The plan set out at Section B is based on a review of the School's written information.			
1.32	This section of the plan may or may not include a cost against each item as many items bear an internal cost only. Where a cost is not shown the target date column should be relied upon to indicate the planned completion date.			
<b>1.40</b>	<b>Access to the Physical Environment</b>			
1.41	The plan set out in Section C of this report is based on an Access Audit of the school site completed in 2006 by Evans Jones LLP. In order to monitor progress against these recommendations the site was re-inspected on 26th September 2017 and the recommendations of the original audit updated accordingly.			

1.42	The findings of this inspection are summarised in a separate addendum report dated 28th September 2017. This summarises progress since the original audit and over the period of the previous Accessibility Plan. For further details of any particular recommendations refer to this report and the original audit.			
1.43	The 2017 revision completed a new audit of the Sports/PAC/6th Form centre dated 26th September 2017 and this should be referred to where reference is made to this block.			
1.44	References against each item are taken from the addendum report dated 28th September 2017 and Access Audit of Sports/PAC/6th Form dated 26th September 2017.			
1.45	Costs are based on each item of work being completed on a 'one off' basis for spot items of work. Costs are approximate only and should be used for budget purposes only.			
1.46	No allowance has been made for VAT, Statutory charges or professional fees			
1.47	Where it is considered that works will be completed as part of a wider maintenance or refurbishment project, at no additional cost to the process they will be quoted as zero cost items i.e. Where we recommend that a wall is painted a contrasted colour as part of planned decoration we would argue that there is no additional cost.			
1.48	Certain items of work may require Statutory approval and the School should seek advice before proceeding with any major items of work.			
1.49	Where items of work are shown as year 3+ it is intended that these items shall be rolled into the next accessibility plan or a later plan depending on the nature of the work, it's cost and the budget available to the school in the future.			
	Works within the 3+ category should be considered works that have been identified for completion at some point in the future rather than works that will be completed immediately after the end of year 3.			

Accessibility Plan - Physical Environment - Channing Junior School

Item	Location	Recommendation	2022	2023	2024	2024+	Target Date	Date Achieved	Benefit achieved
			YEAR 1 (£)	YEAR 2 (£)	YEAR 3 (£)	YEAR 3+ (£)			
<b>Approach and Car Parking</b>									
2.2.3a	Pedestrian Entrance Gate	Lower new intercom to maximum 1200mm above ground level					After Summer 2022		Works will not be undertaken until original gate restored. Current gate is temporary
2.2.4a	Pedestrian Entrance Gate	Replace knob control with lever type control.					After Summer 2022		
2.2.0a	Approach and Car Parking	Request that Local Highway Authority take up and re-lay uneven slabs.					After Summer 2022		
<b>Circulation Between Buildings and Access to Sports Pitches</b>									
2.3.3a	Access to hard courts	Form hard surface path linking car parking/driveway area to double gates of tennis courts.					Complete		In addition a platform lift is provided
2.3.3b	Access to hard courts	Roll in granular surface to driveway to form firm surface.					No longer applicable		
<b>Entrances</b>									
2.4.4b	Main Entrance	Ease and adjust new entrance doors to achieve 30 Newtons opening force.					Complete		
<b>School Office/Reception</b>									
2.5.5a	Visitor toilet	Fit coloured toilet seat to visitor WC		220			Summer 2023		
2.5.5b	Visitor toilet			30			Summer 2023		
2.5.5c	Visitor toilet	Fit coloured tiled splash-back over basin to new visitor's WC		30			Summer 2023		
2.5.8a	Reception desk	Fit hearing loop to reception desk		400			Summer 2023		
<b>Horizontal Circulation</b>									
2.7.1a	Horizontal Circulation	Highlight doors when redecorating.				0			
2.7.1b	Horizontal Circulation	Implement colour coding scheme throughout School				0			
2.7.2a	Lower ground floor entrance	Replace loose mats to lower ground floor with permanent fixed matwell		500			RHi to check		
<b>Stairs</b>									
2.8.3a	Stairs	Fit contrasting nosings to secondary staircase.				625	2024+		
2.8.5a	Lower ground floor stairs	Fit contrasting nosings to lower ground floor stair	450				Summer 2022		
<b>Classrooms</b>									
2.9.1a	Library	Purchase magnifying screen for Library.	35				2022		
2.9.1b	Library	Purchase fluorescent reading light for Library.	55				2022		
2.9.1c	Library	Purchase large print text or audio books as necessary.					As necessary		
2.9.1d	Library	Purchase digital magnification screen for library			1500		Summer 2023		
2.9.1e	Library	Relocate Library to accessible location							Library is considered accessible on Ground Floor with level access
<b>Toilets and Cloakrooms</b>									
2.10.2a	Toilets and Cloakrooms	Replace knob taps with lever type taps					Ongoing	2022+	
2.10.2	Toilets and Cloakrooms	Improve contrast to sanitary ware and fittings when redecorating.					Ongoing	2022+	
2.10.2.c	Toilets and Cloakrooms	Specify contrasting controls to cubicle doors when refurbishing					Ongoing	2022+	
2.10.3a	Print area toilet	Improve lighting to Print area pupil toilet to achieve minimum 200 lux to upper level.	300				Summer 2022		
<b>Means of Escape</b>									
2.11.1b	Means of Escape	Instruct Fire Marshals to "sweep" all isolated areas	zero cost				Ongoing	complete	
2.11.1c	Means of Escape	Put procedure in place for assistance of hearing impaired visitors.	zero cost				Ongoing	complete	sponsor for visitors made aware of their responsibilities
2.11.2a	Means of Escape	Ensure that all disabled pupils have a Personal Emergency Egress plan.	zero cost				Ongoing	will be done as required	
2.11.3a	Fire Alarm	When next replacing fire alarm ensure all sounder heads are supplemented with beacons.				3000	Ongoing		
<b>Stable Block - Entrances</b>									
2.12.1.1a	E1 entrance	Alter Music room E1 door threshold to form level access.		750			Summer 2023		
2.12.1b	Dining Hall entrance	Remove loose mat to Dining Hall and form fixed flush matwell.	500				Summer 2022		
<b>Stable Block - Dining Room/Assembly Hall</b>									
12.3.02a	Assembly Hall	Fit hearing loop to Hall			2000		Summer 2023		Not included as part of project
<b>Stable Block - Vertical Circulation</b>									
2.12.4.1a	Stairs	Extend handrails around half landings and winder boxes.				300	2024+		
<b>Stable Block - First Floor Corridor</b>									
2.12.5.01a	First Floor Corridor	Paint doors in contrasting colour.				0	2024+		
<b>Stable Block - Toilets</b>									
12.6.01b	Toilets	Improve contrast of fittings when redecorating.				0	2024+		
			1340	1930	3500	3925			



# **CHANNING JUNIOR SCHOOL**

## **PLANNING FOR PUPILS WITH DISABILITIES AND ADDITIONAL LEARNING NEEDS**

**Plan 2022-2024**

## Last updated Feb 2022

Targets 2017 -2020	Strategy	Timeframe
Increase accessibility of Entrance procedure	Computer usage allowed if already in use at present school	In place
	Review strategy with other consortium schools	In place
	<p>Make tailored provision for 4+ entrance process if required including separate rooms for those requiring additional time.</p> <p>Ensure staff are aware of pupils with disabilities and that they are briefed to manage effectively</p>	As required

	Private visits and tours with prospective parents to evaluate access and to discuss any particular needs.	In place (as required)
	Provide access to portable hearing loop if required	In place
Improving access to the curriculum	Whole intake screened for learning difficulties in Year 3 using GL screener	In place
	Whole staff briefing of individual girls needs and ongoing review by pastoral team and SENCO and SpLD specialist teacher	In place



	<p>Staff briefed on strategies to help with</p> <p>Dyspraxia                      Hearing difficulties  Dyslexia                        Visual disorders  ASC                                ADHD</p> <p>Information on coping with specific needs covered at</p> <ul style="list-style-type: none"> <li>-Regular Inset</li> <li>- Staff briefings</li> <li>- Presentations at staff meetings</li> <li>-Information/literature in the staff shared area</li> </ul>	<p>In place</p> <p>In place</p>
	<p>Learning Passports (JS) and Personal Learning Plans (SS) to be drawn up for all girls with learning difficulties and made available to staff on schoolbase, Individual Provision Map or in the SENCO's office.</p>	<p>Whole school SENCO in place</p>
	<p>Appoint dedicated focal point for additional learning</p>	<p>SENCO and Deputy Headteacher</p>

	SpLD specialist teacher for additional support to students with SpLD delivered on a 1:1 or small group	As required
	Classroom Assistants trained as required to support girls with physical disabilities	As required
	Curriculum materials to be provided in form as appropriate for pupils (eg large type) as necessary.	As required
	Computer /IPAD usage allowed in class as required for KS2. Head of Fairseat to be informed if any pupil is recommended for regular computer use in classroom	In place
	Room layout to be adjusted as required to accommodate disabled or temporarily impaired pupils	As required
	For drama and plays when required deliver in the round rather than on stage in order to improve access.	As required

	<p>Some girls have a degree of hearing impairment. Classroom teachers are informed of hearing loss and given practical advice. Staff training on supporting students with hearing impairment and correct use of hearing equipment delivered by the local authority's Qualified Specialist Teacher of the Deaf Support is provided by consultation with the local health authority and specialist agencies as required.</p> <p>Progress is monitored by class teachers, the Director of Studies and the SENCO</p> <p>All recommendations in EHCP are carried out by the school</p> <p>Advisory Teacher makes recommendations on physical provision of classrooms – actioned by school at start of year and on an ongoing basis</p>	<p>In place</p> <p>Annual INSET training</p> <p>Annual Review of EHCP</p>
	<p>Care plans are drawn by the school nurse to support students with SEMH difficulties, in</p>	<p>As required</p>

	consultation with relevant outside agencies, students and their parents. Care plans are available to staff on schoolbase, the nurse's office and Deputy Head office.	
	Purchase desktop magnifier for use in Library or classrooms as required	No deadline set as no current requirement
Assessment and Exams	Special arrangements including additional time, computer use, larger print etc	In place
	Allow girls with specific needs greater access to toilet/bathroom facilities.  Allowed to leave without asking in order to reduce embarrassment	In place
Access to school facilities	See school disability access plans for Senior School and Junior School	In place
	Special provision for meals for pupils with disabilities or eating disorders: - use of nurses room - staff to assist with carrying if required - buddies provided to provide support and company	In place

	School takes account of special dietary requirements and allergies in provision of food.	In place – Provide on line such that all staff have access. Where appropriate meeting take place with parents to agree any special arrangements required.
Interaction with peers	Strong anti-bullying policy with whole community enforcement	In place
	Channing positive code of behaviour as laid out to all staff and pupils. PSHE and assembly to be used to propagate positive messages on respect, sympathy, tolerance and equal opportunities.	In place
Discipline, sanctions and exclusions	Decisions taken with regard to individual circumstances as well as to welfare of school as a whole.	In place
School policies and procedures	To be reviewed annually to ensure that they support the school's approach to equal opportunities	In place

Management of temporary disabilities in school	<p>Make teachers and staff aware and advise on hazards and risks</p> <p>Conduct new risk assessments as required</p>	In place
	Room changes are arranged to ensure girls lessons are held in accessible rooms on ground floor	In place
	Girls allowed to leave lessons early to avoid congestion	In place
	<p>Other girls are identified to support those girls on crutches etc in order to support them around the school and help them stay safe includes helping to carry bags etc.</p> <p>Parents to advise school when medial aids required in school.</p> <p>Room changes arranged as required to maximise access to the curriculum</p>	In place
	Lunch arrangements are modified	In place

	If required, special arrangements made for assembly, registration, breaks and lunchtimes	In place
	Curriculum materials to be provided in form as appropriate for pupils including use of computers in classrooms	In place
	Computer/IPAD usage allowed in class as required – but see point above regarding regular use of computers in the classroom	In place