

At Merton Junior School our values reflect our commitment to ensure there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is individual, important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here; recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are lucky to have had substantial building works over the last few year, which allows us to be inclusive of pupils, regardless of physical needs. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

It is our aim to both meet and exceed the requirements of the act wherever possible, please see the tables below which outline how we do this.

This plan was created alongside staff, pupils and governors in response to a completed school access audit checklist.

Approved:..... Helen Palmer, Headteacher

Approved:..... Kate Fowkes, Chair of Governors

Date: 30th November 2016

Review Date: November 2019

Accessibility will be reviewed once per year at a FGB meeting.

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

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Provide & increase access to the curriculum for pupils with a disability	Provision of specialist equipment to increase access to the curriculum.	New wet room to be equipped with appropriate resources.	Provision reviewed/assessed against pupil need.	JD	Sept 2017	Full inclusion of pupils with severe/moderate disabilities / needs.
	Additional support for children with particular needs.	Staff working with a pupil receive training specific to the medical and /or need. (i.e. epilepsy) and work in close liaison with family & other professionals.	Annual review of care plans. Update any specific required training.	LO / HH	As per plans	Personalised care provided where needed, children confident & secure with the help they receive.
		Provide specialist equipment to promote participation in learning by all.	Assess the needs of children & provide equipment (e.g. special pencil grip / writing slopes etc.) Review within PLP.	Class teacher / JD	As per PLPs	All children to work as independently as they can.

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Provide, Improve and maintain access to the physical environment	Individual 'care plans' to be created in liaison with families to ensure the physical needs of disabled pupils are met.	Care plans to be updated regularly and particularly due to any change of need.	<i>No further action at this time</i>	HP & LO	Summer 2018	Steps are clearly visible and warning signage in place to make sure those with visual impairment are fully safe on site.
	Specialist equipment is in situ to assist pupils with physical disabilities.	The use of specialist equipment means that pupils can remain in school for the whole school day without missing too much of classroom time.	<i>No further action at this time</i>			
	Internal access to the lower school is disabled friendly including door width and two specific toilets.	Wherever possible this allows independent movement.	<i>No further action at this time</i>			
	Use of IT and Wi-Fi	Children can access the internet anywhere so are not restricted to an 'area'.	<i>No further action at this time</i>			
	Some steps have visual treads & signage warning of steps.	To ensure all steps are signposted & clearly visible.	Steps & signage to be reviewed with property services & amendments made to increase visibility in conjunction with Infant school – shared areas.			

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Improve the delivery of written information to pupils	Office staff provide enlarged or other format as required written communication for parents with sight difficulties	Ensure all pupils can access written instruction & parents are kept informed.	<i>No further action at this time</i>			

Access Audit:

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	We are a two story building. There are 6/12 classes (currently Years 5 & 6) which are taught upstairs.	<i>No actions required at this time</i>		
Corridor access	All corridors meet DDA requirements and are large, well-lit and level.	<i>No actions required at this time</i>		
Lifts	Although there is an upper level - none required	<i>No actions required at this time</i>		
Parking bays	There are two allocated disabled parking bays, shared with the infant school. Access at school pick-up & drop-off is limited to disabled parents & pupils.	<i>No actions required at this time</i>		
Entrances	4 pedestrian & 1 vehicular entrance. $\frac{3}{4}$ pedestrian entrances are disabled access to the site. Main office & pupil access doors are accessible for wheelchair access. 4 'old' lower classrooms have steps from playground/outside. 4 'old' classrooms have 'small doors', 2 new classrooms have 'wider' access	Possible review of where year groups are allocated in the future.	HP	June/July each year.
Ramps	Dropped kerbs for wheelchair access. Internal layout is level. Ramp at pupil entrance.	<i>No actions required at this time</i>		
Toilets	2 newly built disabled toilets; one off Yr3-4 shared area (which is a wet room) & one in reception.	<i>No actions required at this time</i>		
Reception area	Newly built. Accessible to all including disabled pupils or parents, no differing levels, wide entrance, purpose built reception desks at	<i>No actions required at this time</i>		

	wheelchair height.			
Internal signage	Signage is clear & lit where required.	<i>No actions required at this time</i>		
Emergency escape routes	We have at least two emergency exits in each lower school classroom which either lead directly outside or into the year group corridor/shared areas where there are again options for exits. Classrooms upstairs have access via stairs straight to an emergency exit out of the building. When the alarm sounds access controlled doors/gates unlock, emergency lighting goes on if the usual lighting is compromised (internal and external) where necessary children may also have an emergency evacuation plan.	<i>No actions required at this time</i>		