



## Accessibility plan September 2022- September 2024

### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. This plan outlines the proposals of the school and Governing Body to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We strive to provide an inclusive and accessible environment for all pupils irrespective of need.

Our school community holds respect for all at its core. Pupils develop equal respect for all of their peers through a system of rigorous teaching (via assemblies, rewards and direct teaching) enabling them to support all of their peers.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The plan will be made available online on the school website, and paper copies are available upon request. The school supports any available partnerships to develop and implement the plan.

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. This will be reviewed every two years by the Teaching and Learning Committee of the Governing Body or regularly as needed.

The Governing Body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities
- Ensure that employees with disabilities are supported with special provision to ensure that they can carry out their work effectively without barriers
- Undertake reasonable adjustments to enable staff to access the workplace.

It is requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is set of action plans showing how the school will address current priorities identified in the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, as detailed in the plan, as appropriate.

## **2. Legislation and guidance**

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:

- has significantly greater difficulty in learning than the majority of others of the same age or
- has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'

( SEND code of Practice 2014)

Schools are required to make 'reasonable adjustments' for pupils with disabilities (under the Equality Act 2010), to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### Current Position

- The building is a two storey building, with all the Key Stage 2 classes situated up stairs, with the EYFS and Key Stage 1 classes situated on the ground floor.
- The EYFS playground is flat and is completely accessible to wheelchair users
- The Astro turf playground is also accessible to wheelchair users.
- The main playground is on a lower level and currently only accessible by a set of steps (which have a hand rail) or a steep grassy slope.
- There is one toilet for disabled pupils, staff and visitors. This has a hand rail, lower level sink and toilet roll holder and an emergency cord.
- The front entrance to the school is accessible by wheel chairs.
- There is one disabled parking space next to the front door.
- SEND Teaching Assistants support a range of pupils- delivering learning and therapy programmes to meet the mainstream school pupils' needs.
- The school is generally well-equipped with a range of learning aids and specific equipment eg- privacy boards, ear defenders, visual time tables.
- EYFS staff wear lanyards with symbols on to use with pupils to aid communicating with them.
- EYFS staff use visual Makaton symbols for their visual timetables.
- Staff use SALT 'First Response' pack to develop children's speech and language skills.
- Makaton is used regularly when singing and in all assemblies.
- The school has a sensory tent to aid pupils who respond well to light sources and need calming time.
- The Learning Mentor supports a range of vulnerable pupils and their families.
- Regular training takes place in SEND, epilepsy, asthma and some specific learning difficulties including ASD/ ADHD specific strategies.
- One classroom is fitted with a sound field system to enhance the sound within the room, this system can be moved around the school, if and when necessary.

### **3. Action plan**

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

#### Action Plan

Access to the Curriculum					Evaluation
Objective	Task	Who	When	Interim Review Date	
To develop use of the sensory tent in order to promote regulation and readiness to learn.	Assign a KS2 child to the monitoring of it-checking resources, batteries, tidiness of it. Audit sensory resources. Purchase more when needed. Assess effectiveness of its use and impact.	L Pearson	Ongoing	Feb 2023	Feb 2024

To develop use of assistive technology for those who may benefit.	Install and use Clicker Speech pad training Assistive technology training	L Pearson IT technician	Ongoing	Feb 2023	Feb 2024
To increase consistency of visual use.	Uniform design used for visuals – Visuals to be used on lanyards in EYFS & with 1-1 chn that need them. Visuals to be used for individuals as appropriate. Use of visual TT's. Now and next boards.	L Pearson All staff	Ongoing	Feb 2023	Feb 2024

Access to Information					Evaluation
Objective	Task	Who	When	Interim Review Date	

To improve access and engagement with information.	Establish half termly coffee morning.	L Pearson R Armstrong M Webster	Half termly	Feb 2023	Feb 2024
	SEND newsletter once per term.	L Pearson	Autumn Spring Summer		
	Use translators where available and appropriate.		As and when necessary		
	Keep SEND pages of website up to date.	L Pearson S Ruane	Termly		
	SEND parents voice questionnaire. 'You said', 'we did'	L Pearson	Summer 1		

To ensure staff have a greater understanding of the SEND needs in SJB.	Staff training on ASD, Working memory, Speech and language, ACERS, dyslexia and dyscalculia.	L Pearson R Armstrong	1 or 2 SEN staff meetings Each half term.	Feb 2023	Feb 2024
To ensure staff understand medical conditions of the children in school.	Staff training on medical conditions of children in their care. Give medical information sheet to all staff working with a child with a medical condition. Ensure children who have a medical condition have a healthcare plan if needed.  Ensure medical / healthcare registers are kept up to date.	L Pearson School nurse  L Pearson  L Pearson  L Pearson S Corcoran	As and when needed  As and when needed  As and when needed  Half termly	Feb 2023	Feb 2024

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

The accessibility plan will be coordinated by the SENDCO (Mrs L Pearson) and monitored by the Head Teacher (Mrs M Johnson). Governors will review the plan on an annual basis. The whole plan will be reviewed in 2023 unless further revisions are need to be made.

This plan will be available on the website.