

| Date Approved | Committee responsible for review of policy | Next Review Date | Policy on Website |
|---------------|--|------------------|-------------------|
| June 2015 | ENV | June 2017 | Yes |

Rationale

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”.

Definition of Disability

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

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Objectives

To reduce and, where possible, eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, staff and visitors with a disability.

Principles

- Compliance with the Equality Act 2010 is consistent with the school’s approach to equal opportunities and the operation of the school’s SEN policy:
- The school recognises its duty under the Equality Act 2010:
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan
 - The Anstey Junior School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.
- In performing their duties, governors and staff will have regard to the Equality Act 2010.
- The school recognises and values parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respects the parent’s and child’s right to confidentiality.
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum
 - Setting suitable learning challenges
 - Responding to pupils’ diverse learning needs

- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objectives above.

▪ **Education and Related Activities**

The school will continue to see and follow the advice of LA services, such as specialist teacher advisors and SEN inspectors/advisors, and of appropriate health professionals from the local NHS Trusts. Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their 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 schools 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;

▪ **Physical Environment**

In collaboration with the HCC Accessibility Team, the school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. Improve and maintain 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;

▪ **Provision of Information**

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, 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 school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested

Current Accessibility Support

- Learning Difficulties
 - Classroom support
 - Phonographix
 - Numicon
 - LSA support
 - Rapid read
 - Rapid phonics

Behavioural/Emotional

- Buddies
- Pastoral support
- Referral to appropriate agency eg Educational psychologist, Primary Behaviour Team
- ELSA (Emotional Literacy Support Assistant)
- Nurture group
- Strategies Group

Physical

- Liaison with school nurse
- Speech and Language therapist
- Physiotherapy
- Liaison with specialist teacher advisor for physical difficulties to meet individual needs

Linked Policies

School Strategic Plan
SEN policy
Single Equalities Policy
Curriculum Policy

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an of action plan showing how the school will address the priorities identified in the plan.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility 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 Accessibility Plan for the ongoing period.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body**
- Head Teacher**
- Inclusion Leader/SENCO**
- Senior Admin Officer**
- Site Manager**

Accessibility Plan Action Plan – to review and improve the accessibility of the school for disabled visitors and pupils

| Priority/timescale | Action | Responsibility | Cost | monitoring |
|---|--|--|--------------------------|------------------|
| Currently completed, review and monitor | <p>Levelled access at main entrance and all doors; Accessibility included in fire safety plan; Accessible toilet available in the centre of the school; Each year group has a classroom on the ground floor. Wheel chair access provided from the car park and designated parking is available Contrasting external step edges outside Individual evacuation plan in place for any pupil with severe mobility difficulties. Ensure that contrasting colours are used in key areas when redecorating the school. Corridors free from obstructions - de-clutter and move furniture. Chairs for front entrance that have arms for use with those who have mobility difficulties or impaired sight.</p> | HT and Admin responsible for monitoring and reviewing regularly. | None | HT and governors |
| Short term – within a year | <p>Review fire evacuation plans in relation to any children with mobility difficulties or impaired hearing or site; Consider fire alarm system for H.I people; Ask parents whether they require alternative formats for newsletter, including English as an Additional Language, use questionnaires and EMTAS staff (Ethnic Minority and Traveller Advisory Service). Investigate door openers linked to fire alarm for heavy external doors. Consider self audit whenever new children or staff arrive, especially concerning the upstairs classrooms. Purchase and install an induction loop in the hall;</p> | HT/Site manager/admin staff/website administrator | Obtain quotes for others | HT and governors |
| Medium term 1-3 years | <p>Consider purchasing portable induction loop for use in classes;</p> | HT | Obtain quotes | HT and governors |

| Priority/timescale | Action | Responsibility | Cost | monitoring |
|---|---|---|---|-------------------------------------|
| On going | Differentiation in Teaching | All teachers and support staff in class | Resources when identified that support the differentiation of pupils who need additional differentiation. | Governors and School Strategic Team |
| On going | Interventions for example rapid phonics, rapid reading. | Inclusion Leader/SENCO to audit current interventions and their success/impact on progress. Resources / Interventions and associated to be sourced following audit | Resources to support interventions | Governors and School Strategic Team |
| Ongoing | Classrooms are organised to promote the participation and independence of all pupils | Inclusion LeaderSENCO to carry out an audit of resources and Quality First Teaching to ensure that lessons are planned to meet the needs of all pupils in the class. | Resources as above | Governors and School Strategic Team |
| Ongoing/Annually and for all new staff. | Staff training in the production, implementation and review of IEPs and monitoring systems. | Inclusion Leader to deliver staff training to all staff. | Resources as above | Governors and School Strategic Team |

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| Ongoing | Availability of written material in alternative formats when specifically requested. The school will make itself aware of the services available for converting written information into alternative formats | Headteacher | Resources for alternative formats as required | Governors |
| Ongoing as new families join the school | Review documentation on website to check accessibility for parents with English as an Additional Language. | Headteacher | | Governors |