




Accessibility Plan

(Approval delegated to Quality of Education Committee)

Revised and adopted by Governing Board:	Spring 2020
Review Date:	Spring 2023
Changes:	Fully reviewed Spring 2020 Fully reviewed and updated Spring 2023
Published on website:	Spring 2020



<p>Safeguarding Duty</p>	<p>Keeping Children Safe in Education 2022: “Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. “Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: • protecting children from maltreatment; • preventing impairment of children’s mental and physical health or development; • ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and • taking action to enable all children to have the best outcomes.” “Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who: • is disabled and has specific additional needs; • has special educational needs (whether or not they have a statutory Education, Health and Care Plan)”</p>
<p>UN Convention on the Rights of the Child</p> 	<p>Article 3- best interests of the child Article 12- respect for views of the child Article 16- right to privacy Article 23-children with disability Article 27- adequate standard of living Article 28- right to education Article 29 – goals of education Article 31 – leisure, play and culture</p>

Contents

1. Aims.....
2. Legislation and guidance.....
3. Action plan.....
4. Monitoring arrangements
5. Links with other policies
Appendix 1: Accessibility audit.....

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can access in the curriculum
- Improve the physical environment of the school to enable disabled pupils to access all educational opportunities, 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.

Hursthead Junior School aims to create and develop an inclusive environment underpinned by:

- An environment that promotes and celebrates difference and diversity and
- Effective planning and liaison between school and support services working with individuals within school
- High expectations for all pupils within a positive and supportive environment
- Support for pupils to overcome barriers to learning
- An environment that aims to enhance the self-esteem of all pupils
- Robust systems and processes for transition
- Being a United Nations Rights Respecting School

The plan will be made available online on the school website, and paper copies are available upon request.

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 school supports any available partnerships to develop and implement 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.

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.

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.

3. Action plan

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

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
<p>Increase access to the curriculum to meet the needs of all learners</p>	<p>Our school offers an adapted curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>All teachers have completed Dyslexia friendly classroom training and school is working towards the Dyslexia Friendly School award.</p> <p>All subjects have created a graduated response to ensure learners can access and make progress in each subject.</p>	<p>(L) Ensure the curriculum is appropriately resourced and that children have access to appropriate equipment that will support them in their learning.</p> <p>(L) Increase the range of resources that include examples of people with disabilities.</p> <p>(L) To review the provision of IT equipment for pupils with additional needs to ensure that any software/ hardware meets their needs</p>	<p>Head Teacher</p> <p>SENCo</p> <p>Class teachers</p> <p>TAs</p>	<p>Ongoing regular monitoring and development of the curriculum by subject leaders, including SLT book looks which incorporates monitoring of books of pupils with SEND.</p> <p>Following restocking of library in 2022 with more diverse representation, regular monitoring of new books to equip library and class libraries with.</p> <p>Following school purchase of new chrome books and ipads, there is more accessible technology for pupils to use. Ongoing monitoring and review of hardware in school to meet needs of pupils.</p>	<p>Children are able to access the curriculum and to have their needs met.</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • A mobile hoist • Tracking ceiling hoist • Changing bed • Disabled toilet facilities • Single level access • Disabled parking bay • Low level access at the Office • Corridor and path width • Adjustable height hobs in multi-purpose room • Portable ramp to access classrooms from outside • Outdoor activity area with wheelchair accessible equipment <p>Teaching Assistants are First Aid trained and a team of TAs have also completed hoist training. All staff have completed manual handling training, safeguarding and Team Teach training.</p>	<p>(M) Update Team Teach training for staff every two years</p> <p>(L) Consider how play equipment and the playground outdoor area can be made more accessible for wheelchair users</p>	<p>SBM/Head Teacher</p> <p>Manual handling/ hoist buy-back</p> <p>SLT</p> <p>Recommendations from Physio/OT/ outside agencies</p>	<p>Every two years</p> <p>Following the redesign of the activity area, some wheelchair friendly equipment was installed. Also, Forest Schools area has been made accessible. Over next two years, outdoor learning area is being developed and will be designed to be accessible.</p>	<p>Access to school buildings and grounds remains good.</p> <p>Access to play equipment is improved/ new wheelchair-user friendly options are introduced</p>
--	---	---	---	---	--

<p>Improve the support given to families of children with a disability or with SEND</p>	<p>Our school uses a range of communication methods to share information with families:</p> <ul style="list-style-type: none"> • Text messaging service/ email service • Dedicated email account for SENDCo • School Twitter account (general events) • School website • Dedicated SEND coffee mornings to give information, share ideas and meet range of professionals/outside agencies • Open door policy for parents/carers who co-produce SEND plans with school and child. • Internal signage • Access to Sensory Support Service for BSL translation • Access to Ethic Diversity Service for translation service if necessary • Large print resources if requested • Carpeted classrooms and low ceilings support children with hearing impairments • Staff have gained experience in using specialist equipment and liaising with therapeutic/ outside agencies for support e.g. physio/ OT/ sensory support service. • Visual timetables 	<p>(L) Develop our range of parent workshops to support parental needs</p>	<p>Head Teacher/ SENDCo</p>	<p>Ongoing</p>	<p>All children and parents are supported in understanding and meeting SEND needs</p>
---	--	--	-----------------------------	----------------	---

<p>To further improve pupil voice for children with SEND at school</p>	<ul style="list-style-type: none"> • School Council • RRSA steering group • Leadership roles for pupils e.g. librarians, Maths Champions, Digital leaders, Sports Leaders • Child-led SEND reviews throughout the year • Child co-produces their own SEND targets. 	<p>(S) Children to be actively involved in the review of their SEND support plans</p> <p>(M) SENDCo to introduce more opportunities for pupil voice and discussion</p>	<p>SLT/ Class teachers/ SENDCo</p>	<p>Ongoing</p>	<p>Children feel empowered and supported in the school environment</p>
--	---	--	------------------------------------	----------------	--

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Quality of Education committee of the Local Governing Board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report and School Offer
- Supporting pupils with medical conditions policy
- Admissions Policy
- Behaviour Policy and Procedures
- Anti-Bullying Policy
- Personal Evacuation Plans (PEEPs)

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Single-storey in one building	None		
Corridor access	Corridor is wide enough for wheelchair/ walker access with clear lines of sight	Children are encouraged to walk single file on the left to ensure a safe flow within the building. This must be reiterated by all adults.	Head Teacher All staff	Ongoing
Lifts	None	None		
Parking bays	Car park resurfaced Spring 2018 to reduce risk of trips and falls by providing a more even surface. Disabled parking bay added and marked.	Ensure access remains clear for emergency vehicles. Ensure disabled parking bay is kept clear.	Head Teacher School Business Manager Care taker	Ongoing
Entrances	There are no stepped entrances. Where required there may be a very slight incline to allow suitable wheelchair/ walking frame access	Ensure entrances remain obstruction free.	All staff Caretaker	Ongoing
Ramps	Portable ramp to access external classroom doors	None		

Toilets	<p>Two Disabled toilets – including with changing bed, ceiling hoist and mobile hoist Auto wash and dry toilet in the disabled toilet</p> <p>2 sets of girls' toilets 2 sets of boys' toilets Male/ female staff toilets</p>	None	Contractor/ OT services to ensure requirements are correct	Feb 2020
Reception area	<p>Automatic doors Wide entrance Lower hatch for accessibility</p>	None		
Internal signage	<p>Black and white signage including some braille signage to support visually impaired</p>	None		
Emergency escape routes	<p>All doors signed as fire exits All classrooms have two exits – one internal and then one external Self-closing doors to hall and to corridor doors linked to the fire alarm</p>	None		
Trips and visits	<p>We use dedicated mini bus for transporting wheelchair users to venues</p> <p>Thorough risk assessments, including pre visit by trip leader, to ensure venues are fully accessible to all learners</p>	None		