

Shelton Junior School



Accessibility Plan

Headteacher Approval  Name: Mr Jon Bacon Date: 29/01/2024	Governor Approval  Name: Karen Phillips Date: 29/01/2024	Shelton Junior School <i>Accessibility Plan</i> Last Reviewed: Jan 2024 Review date: Jan 2025
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Accessibility Plan 2021-2024

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 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. At Shelton Junior School we want all children to be part of an environment where they can flourish together and these are seen in the school's equality objectives:

- *To embed the No Outsiders approach into the curriculum.*
- *To reduce prejudice and increase understanding of equality through direct teaching across the curriculum.*
- *To narrow the gap in Reading between boys and girls*

The accessibility 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 and takes guidance from the Derby City Local Authority Equality, Dignity and Respect Policy 2017/2020 and the Derby City Local Authority Schools Accessibility Strategy 2019-2022.

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

We have included a range of stakeholders in the development of this accessibility plan.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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. 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 Governing Board and the Head teacher

4. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

5. Action plan

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

Aim	Current Good Practice	Objectives	Actions To Be Taken	Person Responsible	Date To Complete Actions By	Success Criteria
Increase access to the curriculum for pupils with a disability	<p>Explain your school's approach here. Examples:</p> <ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils • Daily physio and sensory circuits • Daily nurture and SEMH support for all pupils including those with a disability 	<p>Liaise with infant school regarding incoming pupils who may need additional provisions being made to ensure a smooth transition when starting at school.</p> <p>To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips/residential visits and clubs.</p>	<p>Regular communication with infant school and other settings to ensure a transition programme is in place; promote good communication with additional settings.</p> <p>All staff to carefully consider the needs of all pupils when planning any residential or educational visits/trips/clubs Risk assessments in place for pupils and full liaison with parents/carers.</p>	<p>SENCO</p> <p>ALL STAFF</p>	<p>During Summer term yearly</p> <p>Ongoing</p>	<p>Provision in place for when the child(ren) start at Junior school.</p> <p>All pupils able to access the wider curriculum including trips and residential visits.</p>

Aim	Current Good Practice	Objectives	Actions To Be Taken	Person Responsible	Date To Complete Actions By	Success Criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Daily intervention to ensure pupils are progressing including those with disabilities • A highly inclusive school ethos • Use of the plan, do review cycle by all staff • Training plan in place for all TA's 	<p>To ensure there is an updated comprehensive CPD programme which includes development of knowledge and sharing of information for staff on meeting specific identified needs.</p> <p>Review of TA deployment to support children with particular needs (including children with SEND and learning difficulties).</p>	<p>CPD programme to be in place to ensure regular programme of training is in place.</p> <p>Ensure that TA support is available during the key priority times dependent on the individual child. E.g. break times, lunchtimes, PE lessons etc to ensure that all children can access the full range of the curriculum.</p>	<p>SLT/SENCO</p> <p>SENCO</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Staff have a wider knowledge and understanding of the range of disabilities/ specific identified needs of pupils.</p> <p>All pupils with additional needs are appropriately supported within the school environment when required.</p>

Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramp from playground • Ramp through bagel bar • 2 disabled toilets • Storage for items for pupils with toileting needs • Development of ERB – low sensory and additional sensory space • Development of Intervention spaces to cater for the individual need of each cohort • School is over 1 level with no steps internally • Most door thresholds are on the same level • Corridor width is maneuverable by wheelchair • Doors with ramps are maneuverable by wheelchair (300mm space clear from edge to door swing) • Handrails on ramps • Disabled parking bay • 1 pupil toilet adapted for use by pupils with weaker core strength • Disabled toilets and changing facilities • Table heights adjusted for wheelchair users • Emergency alarms are auditory and visual 	<p>To continue improving the physical environment of the school including access</p>	<p>Take into account the changing and ongoing needs of the pupils, staff and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of the site and premises such as lighting, improved access, and more accessible facilities and fixtures.</p>	SENCO/SLT/ Governors	Ongoing	Pupil and staff needs are fully met.
		<p>Visual information is available for all staff and pupils through school are supported sensory and visual needs</p>	<p>Children and adults with visual, sensory and processing needs have clear visual/tactile clues for support navigating school.</p>	SENCO	Ongoing	Pupil and staff have sensory and visual clues for areas throughout school
				SENCO	Ongoing	Pupils have a sensory areas fit for purpose

Aim	Current Good Practice	Objectives	Actions To Be Taken	Person Responsible	Date To Complete Actions By	Success Criteria
	<ul style="list-style-type: none"> • Classrooms with low sensory input • Corridors with low sensory input • Play equipment adjusted to ensure inclusivity of all pupils • PEEPS are in place for adults and children who require one • Classrooms are optimally organised to promote the participation and independence of all pupils 					