


Shelton Junior School



Accessibility Plan

Headteacher Approval  Name: Mr Jon Bacon Date: 21/11/2024	Governor Approval  Name: Karen Phillips Date: 21/11/2024	Shelton Junior School <i>Accessibility Plan</i> Last Reviewed: Nov 2024 Review date: Nov 2028
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Accessibility Plan 2025-2028

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 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 2021/2024.

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.

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 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

5.1 Increase the extent to which disabled pupils can participate in the curriculum

Current good practice	Objectives	Actions to be taken	Person responsible	Complete by	Success criteria
<ul style="list-style-type: none"> Our school offers adaptations to the 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 Data is reviewed termly with teaching staff and SLT during pupil progress meetings to identify any potential barriers to learning and additional support that can be given. REAL PE curriculum is accessible to all pupils Daily nurture and SEMH support for all pupils, including those with a disability 	<p>Individual needs and barriers to learning are identified to ensure pupils with a disability can access their learning/in class provision. Staff have high expectations for all pupils.</p>	<p>Continued monitoring: book moderation, quality-assurance of provision through observation in class, EHCP/SSP target tracking and review of termly assessment data.</p>	SENCO	On going	<p>All pupils have equal access to a broad and balanced curriculum</p> <p>All pupils have access to the correct equipment and resources</p>
	<p>Enhanced resource base (ERB) provision is tailored to the needs of pupils who require support to access the curriculum</p>	<p>Continued monitoring: book moderation, quality-assurance of provision through observation in class, EHCP/SSP target tracking and review of termly assessment data.</p>	SENCO/ERB staff	On going	EHCP and SSP targets met
	<p>SUPER intervention programme reviewed for its effectiveness so that pupils receive high-quality interventions to support their needs</p>	<p>Daily physio and sensory circuits</p> <p>Monitoring and quality assurance of interventions</p> <p>TA CPD training programme updated termly</p> <p>SUPER updated each half-term</p>	SENCO/ SEND assistant	On going	Interventions are effective and have an impact on pupil progress

<ul style="list-style-type: none"> • Trips outside of school are accessible for all pupils. Pupil needs assessed and considered when booking trips. • Use of assess, plan, do review cycle used by all teaching and learning staff 		Share information with pupils so they know what targets they are working towards. Share with parents/carers so they are informed of their child's progress.			
	Review of TA deployment to support pupils with particular needs, including pupils with a disability.	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	SENCO	On going	All pupils with additional needs are appropriately supported within the school environment when required.
	Advice is sought from external professionals to increase pupil participation	Continued work with: Speech and language team (SALT) Occupational therapy (OT) Specialist teaching and psychology service (STePS)	SENCO	On going	Advice and guidance implemented into classroom provision and intervention work
	Effective and accurate assessment of pupils who are Pre-Key Stage (PKS) or are working outside of their usual position of study (POS).	Implementation of Key Stone Trust Priority Literacy Project training materials and B-levels to accurately track small steps. Book moderation will be used for pupils working outside of POS.	SENCO/Curriculum lead	On going	Assessments are accurate and identify the correct standards for reading, writing and maths
	Staff have the necessary training and external guidance to support pupils with a range of disabilities	Continue to train staff to meet the needs of all pupils. CPD programme to be in place to ensure regular programme of training is in place. Seek external support such as SALT/OT/STePS where appropriate	SENCO	On going	Staff have a wider knowledge and understanding of the range of disabilities/ specific identified needs of pupils.

		TA training programme to be updated termly so CPD is available to support staff running interventions and supporting individual needs within the classroom			
	Each area of the curriculum is reviewed to ensure it meets the needs of all pupils and is 'inclusive by design	Release time for subject leaders to create a document focused on inclusion and SEND. Release time for subject leaders conduct monitoring activities to identify potential barriers to learning for SEND pupils	Subject leaders under the guidance of the SENCO and Curriculum lead	All subjects completed by Summer 2026	Documentation for each subject is in place Any additional resources required are ordered Any additional training for staff identified

5.2 Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

Current good practice	Objectives	Actions to be taken	Person responsible	Complete by	Success criteria
<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. 1 with changing facilities. • Storage for items for pupils with toileting needs. Spare clothing available. • Development of two ERB classrooms – 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 	<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>	<p>SENCO, SLT and Governors</p>	<p>Ongoing</p>	<p>Pupil and staff needs are fully met.</p>
	<p>Consideration of pupils' physical needs when allocating them a classroom for the next academic year</p>	<p>Consideration for pupils' with wheelchairs and mobility issues classroom distance from fire exit, toilet, hall, outside spaces etc.</p> <p>Liaise with Shelton Infants to ensure improvements to the physical environment can be made ready for pupils coming up from Y2.</p>	<p>SENCO</p>	<p>Spring and summer term yearly</p>	<p>Pupils have a smooth transition period</p>

<ul style="list-style-type: none"> • Doors with ramps are maneuverable by wheelchair (300mm space clear from edge to door swing) • Handrails on ramps • Disabled parking bay in car park • 1 pupil toilet adapted for use by pupils with weaker core strength • Table heights adjusted for wheelchair users e.g. writing slope, standing desk etc. • Access to sensory equipment such as wobble cushions, wobble stool, bouncy bands, foot rollers used to ensure pupils have comfortable seating that meets their needs • Equipment adjusted to needs such as cutlery, pencil grips, comfort pens, • Emergency alarms are auditory and visual • Classrooms with low sensory input • Corridors with low sensory input • Play equipment adjusted to ensure inclusivity of all pupils • Classrooms are optimally organised to promote the participation and independence of all pupils 	<p>Development of the LKS sensory space for emotional regulation and sensory integration</p>	<p>Ensure the space is equipped with sensory regulating resources and promotes self-regulation.</p>	<p>SENCO</p>	<p>Autumn 2025</p>	<p>The environment is suitable and accessible for pupils with sensory and physical needs</p>
	<p>Development of the forest school area to promote good physical and mental health, ensuring the space can be accessed by all pupils.</p>	<p>Ensure the entrance/exit is kept clear and accessible at all times.</p> <p>Ensure the space is developed to support sensory integration and also provide a purposeful learning environment</p>	<p>SENCO/SLT</p>	<p>Ongoing</p> <p>Autumn 2026</p>	<p>The environment is suitable and accessible for pupils with sensory and physical needs</p>
	<p>PEEPS are in place for adults and pupils who require one and are updated as individual needs change.</p>	<p>Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out. Ensure pupil and parent voice is captured during this process.</p>	<p>SBM/SENCO</p>	<p>On going</p> <p>New admissions</p>	<p>Continued maintenance of PEEP documentation</p>

<ul style="list-style-type: none"> • Additional quiet space for lunchtimes for pupils who may experience difficulty in the dinner hall • Regular health and safety audit/environment checks to ensure fire exits are clear and accessible daily by all staff 	Individual Health Care Plans are in place for adults and pupils who require one and are updated as individual needs change.	Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency procedures, are clear and that staff are capable of carrying them out. Ensure pupil and parent voice is captured during this process.	SBM/SENCO	On going New admissions	Continued maintenance of IHP documentation
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5.3 Improve the availability of accessible information to disabled pupils

Current good practice	Objectives	Actions to be taken	Person responsible	Complete by	Success criteria
<ul style="list-style-type: none"> • Visual information/signage with symbols and pictures is updated regularly around the school • Large print resources for pupils with VI • Resources printed onto different coloured paper and coloured overlays provided based on pupil needs e.g. dyslexia, irlens syndrome. 	Ensure digital technology is used to support pupils' learning	Curriculum development opportunities Monitoring of individual provision	SENCO/ Computing lead	On going	Pupils have access to digital equipment so they can access and participate in their learning
	Adjustments are made for testing and examinations	Assess access arrangements for statutory assessments at the end of year six are applied for in line with DFE guidelines. Parents/carers and pupils are involved in this process	SENCO/Curriculum lead	Autumn/Spring yearly	
	To ensure that parents/carers and other members of the school	Written information will be provided in alternative formats if necessary. Use of technology to translate	All staff	On going	Parents/carers feel informed of their child's progress and

<ul style="list-style-type: none"> • Consistency of design, colours and font for working walls in each classroom so pupils are familiar with where to locate information in the classroom as they progress through the school • Class Dojo is used so that parents and carers can translate information and messages from school 	community can access information	<p>conversations.</p> <p>Use of class dojo messaging service for translation.</p>			feel included in the school community
	To ensure that parents/carers, who are unable to attend school, because of a disability, can access parents' evening.	<p>Parents' evening can be held by telephone or sending home written information.</p> <p>Reasonable adjustments put in place where possible.</p>	SENCO/Teaching staff	Autumn and Spring parents' evenings yearly	Parents/carers feel informed of their child's progress and feel included in the school community