



Shears Green Junior School **Accessibility Plan**

Approved by:

Date:

Last reviewed on:

05/01/22

Next review due by:

05/01/25

Content

A – Introduction

B – Aim

C – Legislation and Guidance

D – Monitoring Arrangements

E – Action Plan

A: Introduction

The purpose of this accessibility plan is to show how Shears Green Junior School intends, over time, to increase the accessibility for students with disabilities.

Under the Equality Act 2010 schools are required to have an accessibility plan.

B: Aim

Shears Green Junior School intends to treat all pupils fairly, with respect and all equally. The school aims to provide access and opportunities for all student's without discrimination.

The accessibility plan aim is to:

- ❖ Increase the capability of students with a disability being able to participate throughout the curriculum.
- ❖ Update and maintain the site to make all areas fully accessible allowing disabled students to fully take advantage of education, facilities and services provided.
- ❖ Update and maintain access to information and emergency procedures throughout the school site.

Shears Green Junior School are committed to ensuring that all staff undertake appropriate disability and equality training with reference to the Equality Act 2010.

The school is committed to supporting available partners to develop, implement and modify the plan, and if required.

The school Accessibility Plan is a public document available to view via the schools website. Paper copies are available upon request.

The schools complaints procedure extends to the accessibility plan. If any concerns arise relating to the schools accessibility, the complaints procedure sets out in detail the process for raising these concerns.

C: Legislation and Guidance

Shears Green Junior School meets the requirements of the Equality Act 2010 schedule 10 and the Department for Education guidance for education 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.

This policy complies with Shears Green Junior School's funding agreement and articles of association.

D. Monitoring arrangements

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

E. Action Plan – 2022-2025

Aim	What controls are in place?	Objectives	Actions to be taken	Who needs to carry out the action	Time scale for action	Success criteria
Increase access to the curriculum for pupils with a disability	<p>The school offers a differentiated curriculum for all learners.</p> <p>The school offers additional provision for those working well below expected standard.</p> <p>Through pupil progress meetings (three times a year) – curriculum progress is tracked for all pupils, including those with a disability.</p> <p>For children with SEND – extended parents meetings are offered three times a year to discuss progress and targets.</p>	<p>Short To develop staff awareness of a range of disabilities and provide strategies to support disabilities.</p> <p>Medium To provide more time in the curriculum to celebrate / learn about the disabilities that affect the school community.</p> <p>Long To maintain and monitor the high level of standards and practices.</p>	<p>Focused CPD which is focused on the needs of the individuals within the school.</p> <p>Curriculum planning and monitoring to ensure that suitable standards and practices are maintained to a high standard.</p>	Head teacher, SLT, Curriculum Lead, SENCO, Inclusion Lead.	Ongoing.	<p>Children with disabilities make expected progress from their starting points.</p> <p>The school community has a good understanding of the disabilities for each individual.</p>

	<p>SMART targets are given appropriately for pupils with additional needs.</p> <p>The curriculum is reviewed annually to ensure that it meets the needs of all pupils.</p>					
--	--	--	--	--	--	--

Improve and maintain access to the physical environment	<p>Regular maintenance and servicing of specialist equipment:</p> <ul style="list-style-type: none"> • Stair lifts • Hoists • Care suite • Disabled toilets • Changing facilities <p>The environment is adapted to meet the needs of pupils throughout the school:</p> <ul style="list-style-type: none"> ☐ Library shelves <ul style="list-style-type: none"> • Hooks for visually impaired equipment • Charging points • Low level entry points to ground floor classrooms 	<p><u>Short Term</u> To visually identify change of height and location to a visually impaired person.</p> <p><u>Medium Term</u> To eliminate any change for height for access to a classroom or school building.</p> <p>To improve path quality around the school grounds, including the forest school areas.</p> <p><u>Long Term</u> To review fire safety equipment and</p>	<p>Changes of location to be identified clearly by the use of colour change. (through mats, paint, strips)</p> <p>Maintain cycle of maintenance and servicing of all specialist equipment.</p> <p>Provide training for staff on the use and maintenance of specialist equipment.</p> <p>Temporary repairs to be made to damaged areas.</p> <p>Appropriate contractors to resurface identified areas.</p>	Premises Manager, Head teacher.	By March 2023.	<p>All key entry points are free from hazard.</p> <p>Forest School accessible to all.</p> <p>Fire safety training provided for all and all necessary fire safety equipment in place.</p>
---	--	---	--	---------------------------------	----------------	--

	<p>Internal entry access points comply with the equality act 2010 and DDA regulations.</p>	<p>training to ensure safe exit from the school building.</p>	<p>Forest school areas to be made fully accessible to all.</p> <p>Provide fire safety training for staff and progress with fire safety equipment on site.</p>			
--	--	---	---	--	--	--

Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Coloured resources • Neutral backgrounds. 	<p><u>Short term.</u></p> <p>To providing up to date information on the school website, which support all members of the school community.</p> <p>To ensure that all signs have a pictorial / symbolic representations to that all learners can access signage.</p> <p><u>Medium Term.</u></p> <p>To investigate how we can provide all information in a range of accessible formats.</p>	<p>The school to communicate with specialist teachers to improve signage, displays and information.</p> <p>To develop and improve information and the delivery of the information on the school website.</p> <p>Research into technology that will enhance the curriculum / school site, meetings the needs of current and future learners.</p>	Head teacher, SLT, Inclusion Lead, SENCO, Admin team, Premises team.	Review by July 2024	<p>All members of the school have access to school information in a suitable format.</p> <p>School displays and information are accessible.</p>
---	--	---	---	--	---------------------	---

		<p>To investigate how display boards could be made more accessible throughout the school.</p> <p><u>Long Term</u></p> <p>To investigate new developments in technology to improve the accessibility of the curriculum and the site to the whole school community, e.g. Loop style systems.</p>				
--	--	---	--	--	--	--