



# Accessibility Plan 2021- 2024

Chair of Governors signature	
Headteacher signature	
Policy type (statutory / non-statutory)	Statutory
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## 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 Droxford Junior School we believe that all pupils and members of staff should have the opportunity to fulfil their potential whatever their background, identity and circumstance. We are committed to creating a community that recognises and celebrates difference within a culture of respect and cooperation.

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, the complaints 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 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. 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
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• There are some curriculum resources that include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs (in AP folders)</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that the needs of pupils with SEND and those who are disadvantaged are met in every subject and that leaders are confident in evidencing this. (LLP report 2021)</li> <li>• Ensure more resources available to meet the needs of all learners – especially those with SEND.</li> <li>• Assessment system for children with SEND completed to support the picture of progress and attainment for these children who would be seen as 'below' all the time.</li> <li>• Success criteria to be adapted for pupils with SEND</li> <li>• Staff training in disability awareness.</li> </ul>	<ul style="list-style-type: none"> <li>• Subject leaders monitor and support teachers with planning and resourcing.</li> <li>• Curriculum resources include people with disabilities</li> <li>• SENCo developing new tracking systems for staff to use to assess.</li> <li>• Teachers (with SENCo monitoring and guiding). TAs may have some input too.</li> <li>• SENCo / HT – staff development plan / PDMs</li> </ul>	<ul style="list-style-type: none"> <li>• Spring 2022</li> <li>• On going</li> <li>• Autumn 2021</li> <li>• Summer 2021 – ongoing</li> <li>• On going</li> </ul>	<ul style="list-style-type: none"> <li>• Subject leaders can evidence this by sharing planning; outcomes and pupil self-evaluations (written and conferenced)</li> <li>• Trackers in place and being used confidently (on-going) and at termly data-drop points.</li> <li>• Success criteria adapted and contain one AP target personal to the children + one other (avoiding cognitive overload)</li> <li>• Staff have better understanding of the differing needs of children.</li> </ul>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<ul style="list-style-type: none"> <li>• When developing school field (Landscape Strategy Plan) ensure everything is accessible... <ul style="list-style-type: none"> <li>○ Pathways</li> <li>○ Learning resources</li> <li>○ Activity equipment</li> <li>○ Any new structures</li> <li>○ Den building</li> </ul> </li> <li>• Ensure all children and staff with SEND can safely evacuated the premises.</li> <li>• Ensure the physical environment is consistently reviewed to promote inclusion. (Responsibility of HT, ELSA, site-manager, staff on duty)</li> </ul>	<ul style="list-style-type: none"> <li>• HT / contractors; children can help when designing any activities.</li> <li>• Staff / HT / Site-manager. Review each evacuation and put any training in place (annually).</li> <li>• Circulate 'Reasonable Adjustments' Classroom checklist to all staff. Ensure learning bases and resources are organised in accordance with children's' needs.</li> <li>• Ensure classroom layouts promote accessibility and inclusion</li> <li>• Ensure careful planning for transition occurs in order to anticipate physical needs of children</li> <li>• Playground audits – number of children actively engaged in social play; promote Zones of regulation (visual prompts; lanyards) to encourage language use and explore peer-led activities/playground friend schemes</li> </ul>	<ul style="list-style-type: none"> <li>• Summer 2022</li> <li>• On going</li> <li>• On going</li> <li>• Induction of new SEND children</li> </ul>	<ul style="list-style-type: none"> <li>• Wheelchair friendly access around the school field and new activities</li> <li>• Ensure children / staff have PEEPs</li> <li>• Staff trained</li> <li>• Site manager's bring up diary has training dates in place.</li> <li>• Pupil conferencing highlights children's increased understanding, confidence and happiness.</li> <li>• Transition more effective in terms of information gathered and staff confidence in ability to support children.</li> <li>• Children know how to support other children.</li> </ul>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> <li>• Language translation for website</li> </ul>	<ul style="list-style-type: none"> <li>• Consider Braille in and around the school</li> <li>• Signs in reception explaining options for accessibility (physical access; hearing / vision impairment).</li> <li>• Update website for accessibility</li> </ul>	<ul style="list-style-type: none"> <li>• Site manager / SLT</li> </ul>	<ul style="list-style-type: none"> <li>• Summer 2021 onwards</li> </ul>	<ul style="list-style-type: none"> <li>• Website updated July 2021</li> <li>• Signage around the school site 2021-2022</li> </ul>
<p>Promote positive attitudes to disability</p>	<p>Our school includes diversity within its curriculum inc..</p> <ul style="list-style-type: none"> <li>• Eureka! Topics</li> <li>• Assemblies</li> <li>• PSHE curriculum</li> <li>• Visitors</li> </ul>	<ul style="list-style-type: none"> <li>• Develop more opportunities for disability to be represented in curriculum; assemblies and school visitors.</li> <li>• Disabled staff appointed to roles in school</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers / SENCo / SLT</li> <li>• Redevelop assembly rota / plan</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn 2021</li> </ul>	<ul style="list-style-type: none"> <li>• More visitors in school</li> <li>• Greater awareness of those with disability and disabilities in general</li> </ul>

## **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 governing body.

## **5. Links with other policies**

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

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