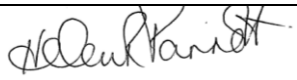
Accessibility Plan
2024- 2027

Chair of Governors signature	
Headteacher signature	
Policy type (statutory / non-statutory)	Statutory
Date	31st January 2024
Next review date	January 2027

To inspire and educate for life

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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

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	• Our school offers an adapted curriculum to meet the needs of all pupils – 'In visits to classrooms, there is evidence of inclusive practice in place. Adults are well deployed, and they use resources to adapt the learning and maintain focus for those children with additional needs, resulting in pupils being engaged in their learning. Children with Education and Health Care Plans (EHCPs) are fully immersed in classroom-based learning' (LLP Jan 2023) • Subject leaders all have a focus on SEN engagement within their action plans • We use resources tailored to the needs of pupils who require support to access the curriculum • Assessment system for SEN children developed 2022-23 and is now being used for all children working below ARE. • We use the PSHE Association's thematic PDL curriculum and have integrated some of the 'No Outsiders' curriculum and texts to the curriculum, assemblies and wider opportunities therefore increasing representation, including those with a disability • The curriculum is reviewed to ensure it meets the needs of all pupils	• 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. • To embed assessment system and ensure it is being used meaningfully to inform SEN children's next steps • Ensure representation is considered in resource selection • Pupil wellbeing ambassadors to consult on aspects of curriculum • *New curriculum based purchases – all new whiteboards to be coloured; all books and all whiteboard pens to be blue/green to avoid glare*	Subject leaders with SLT supervision Training for new staff Curriculum resources include people with disabilities Library audit and classroom displays SENCo / HT – staff development plan / PDMs	Ongoing Spring 2024 Summer 2024 Ongoing – replace as needed	Action plans, subject monitoring and subject leaders will evidence confidence in SEN provision Trackers will be in place and being used confidently both formatively to support progress through the curriculum and at data drop Staff have better understanding of the differing needs of children.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height The Landscape Strategy Plan ensures any new element is accessible, including: ○Pathways ○Learning resources ○Activity equipment ○Any new structures ○Den building Children and parents have been consulted in design process. The needs of all children and staff are considered in terms of safely evacuating the premises Zones of regulation whole school approach embedded around school (painted zone reference in playground; staff lanyards; new staff training) and play leaders running to increase peer led social play Pupil conferencing highlights increased levels of understanding, confidence and wellbeing	• Ensure the physical environment is consistently reviewed to promote inclusion. • Ensure learning environments take account of SEND range of need, eg, HI; VI and what reasonable adjustments required • Pupil wellbeing ambassadors to consult on aspects of environment	• Staff / HT / Site-manager. Review each evacuation and put any training in place (annually). • Circulate 'Reasonable Adjustments' Classroom checklist to all staff. Ensure learning bases and resources are organised in accordance with children's' needs. • Ensure classroom layouts promote accessibility and inclusion • Ensure careful planning for transition occurs in order to anticipate physical needs of children • Ensure staff have access to specialist teacher advice for specific needs and disabilities	• On going	• Wheelchair friendly access around the school field and new activities • Ensure children / staff have PEEPs • Staff trained • Site manager's bring up diary has training dates in place. • Pupil conferencing highlights children's increased understanding, confidence and happiness. • Transition more effective in terms of information gathered and staff confidence in ability to support children. • Children know how to support other children.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations • Language translation for website Signage around the school	• *Consider Braille in and around the school* • Signs in reception explaining options for accessibility (physical access; hearing / vision impairment). • Update website for accessibility • Consider parent signposting leaflets in additional languages/formats	• Site manager / SLT	2025	Website updates Visual access to signage and information
Promote positive attitudes to disability	Our school includes diversity within its curriculum inc.. • Eureka! Topics • Assemblies • PDL curriculum • Visitors • Displays • Themed days/weeks • Resources	• Develop more opportunities for disability to be represented in curriculum; assemblies and school visitors. • Disabled staff appointed to roles in school	• Teachers / SENCo / SLT • Redevelop assembly rota / plan	Ongoing	• More visitors in school • Greater awareness of those with disability and disabilities in general

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