

Arno Vale Junior School



Accessibility Plan

Created in collaboration with our legal expert

Date policy last reviewed: June 2022

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Aims of the Accessibility Plan

This plan outlines how Arno Vale Junior School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The Accessibility Audit

The governing board will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Child due to start with hearing impairment who may not be able to access the learning	Hearing Impairment team to come in to advise.	L Oates	<u>w/c 4th July 2022</u>	Child will be able to use resources to access the full curriculum.	
	EAL child starting with no English language	Find support from qualified TA who can speak Ukrainian	A Rossington / A Richards	<u>w/c 27th June 2022</u>	Child will be able to speak in her native language in school and be understood. Communication between the child and staff / children will be improved.	
Medium term	Covid has meant that trips and visits have not happened limiting the access to some subjects for hands on learners	Identify areas in the curriculum where a trip or visit could support the progression and acquisition of knowledge	All teachers	<u>September 2022</u>	There will be a series of carefully planned trips and visits supporting the learning in identified subjects.	
Long term	There are only enough Chromebooks for just over one class meaning that access to electronic resources and teaching aids is limited	Purchase more Chromebooks or iPads	SLT	<u>September 2023</u>	The children's online fluency will be improved.	

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Steps into school could be a trip hazard for people with a visual impairment	Paint a yellow strip on each step	Caretaker	<u>By July 2022</u>	People with a visual impairment will have safe access to the school building.	
Medium term	Pot holes around the school premises may be a trip hazard for all, but especially those with mobility issues	Pot holes need filling or the identified areas need resurfacing	Headteacher and SBM to contact the LA	<u>By September 2022</u>	All areas around the school will be safe for pedestrians	
	Acoustics in the hall may present issues for people with hearing impairment	Consult the hearing impairment team for advice	Headteacher / SENDCo	<u>By December 2022</u>	The school will know what to put in place in the event of someone with a hearing impairment being in the hall.	
Long term	Access for people with mobility issues to the garden / raised beds is difficult.	Create a path from the playground to the planting area	Caretaker	<u>September 2024</u>	The planting area will be easily accessible for all.	

	Only two classes are suitable for children with a hearing impairment	Explore having suspended ceilings in one each of the year group classrooms	Headteacher, SBM	<u>Autumn 2022</u>	Children with hearing impairment will have a suitable classroom in each year group.	
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Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Some information is not displayed in the correct place in the staffroom	Code of Conduct, Whistleblowing Policy	Headteacher	<u>By 10th June 2022</u>	The information is in a more obvious place for people to access	<u>Actioned</u>
	Not all published information is accessible to non English speaking families	Bulletins and letters to be translated using the translate function in Word when required. Dojo translate can also be used.	All staff (Y4 in particular)	<u>Immediately</u>	All information is accessible to all our families.	
Medium term	Sometimes information on the website is not easy to navigate	Too many sub menus on the website	SLT	<u>By September 2022</u>	Information will be quickly and easily accessed.	