TWHF Accessibility Plan

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| **School Name:** | Grange Junior School | | |
| **Version No:** | 2 | **Ratified date:** | June 2023 |
| **Author:** | Debbie Brown/Hannah Gordon | **Interim review date:** | June 2024 |
| **Owner:** | CEO | **Next review date** | June 2025 |
| **Approved by:** | CEO |  |  |

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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.

We are committed to providing a fully accessible engaging environment which values and includes all pupils, staff and visitors regardless of their education, physical, sensory, social, spiritual, emotional or cultural needs. Our core value of Support embodies this message and challenges discrimination in all its forms and develops a positive culture or awareness, respect and inclusion.

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. We work closely with the White Horse Federation to ensure the best provision for all of our pupils, staff and visitors.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, staff, parents and governors.

# 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), ‘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 our funding agreement and articles of association.

# 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

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| **Aim** | **Current good practice**  *Include established practice and practice under development* | **Objectives**  *State short, medium and long-term 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 staff and governors understand current disability/equality issues  All teaching staff are confident with the Swindon local SEN offer and paperwork  Staff understand needs of individuals and make relevant and appropriate adjustments  Effective use is made of data to track academic and social attainment and progress of all pupils  Staff make effective use of SEN resources to support individuals  Staff make effective use of IT resources to support individuals  Quality first teaching is being used in all classrooms  All pupils participate fully in the wider curriculum  All pupils participate fully in the PE curriculum  All pupils feel safe and free from discrimination  Relevant, linked documentation is up to date and in line with current guidance  SBC registered Young Carers fully access the opportunities provided by the school academically and socially | Ensure all staff and governors have access to specific training on disability/equality issues  Provide ongoing training for local SEN offer  Teachers to identify and assess pupils Core Standards checkers  SENCo to regularly review and support staff to ensure pupils are well supported or to draw on support from external agencies  Improve communications between teachers and support staff to ensure parity of provision  Monitor the academic and social achievements of pupils  Audit resources and provide designated space for easy access  Provide training for specific resources  Provide appropriate IT resources to support needs of individuals  Develop teaching and support staff intervention and support within the classroom environment  Teaching and support staff demonstrate confident understanding of next steps for individuals and adapt learning accordingly  Develop team of volunteers to ensure all pupils are able to participate  Develop motor control of pupils  Develop inclusive curriculum with range of physical activities to suit all fitness, disabilities and abilities  Develop school value of Support to eliminate all incidences of discrimination  CPOMS used to track incidences and address concerns  Ensure policies are reviewed within schedule and in line with current guidance  SBC Young Carers will receive the support to enable them to access the full curriculum and other pastoral opportunities | Staff meeting  Staff training (TD day)  Checkers and Pupil Trackers to be updated every term  Reviews termly and supervision meetings with Principal  Ongoing development of individual plan/ template to identify needs and strategies.  Develop assessment and tracking system to identify weaknesses and highlight strengths across cohorts and the whole school  Audit resources and provide designated space for easy access  Provide training for specific resources  Audit of need & equipment  Allocation of appropriate equipment for individuals  Ongoing training  Recruitment, interviews and registration for volunteers to support in class, interventions and trips to be sought  SPARKS updated training completed and to be used as an intervention  Review of PE curriculum to ensure range of activities offered maximises participation  SMSC lead introduced to co-ordinate SMSC provision  PHSE curriculum reviewed and updated to include units on discrimination  School action group to take lead on anti-bullying  CPOMS used to track incidences and address concerns  Training for staff on safe use and safeguarding procedures  Policy audit and annual review schedule implemented  Nurture support offered when need is identified and termly enrichment activities provided | Principal or SENCo  SENCo  Teachers  SENCo/Principal  SENCo  SENCo/Principal/Assessment Lead  SENCo  Principal/SENCo/  IT team  Principal/ T&L Champion  Principal  TA team  PE Lead  SMSC Lead  PHSE Lead  School Action Group  All staff/DSL team  All staff/DSL team  Principal/SLT  Inclusion Team | Term 1 2024/25  Ongoing  Ongoing  Ongoing  Term 1 2024/25  Term 2 2024/25  Term 3  2024/25  Ongoing  Ongoing  Ongoing  Term 3 2024/2025  Term 1 2023/24  Term 1 2023/24  Term 4 2023/24  Term 4 2023/24  Ongoing  Ongoing  Annually & new starters  Term 2 2023/24  Term 3 2023/24 | Increased confidence in strategies to improve pupil participation  Teachers will demonstrate greater knowledge and understanding of how to support individuals  Timely intervention and support will be sought from external agencies  All staff will understand needs of individuals – from medical and SEMH perspective  Systems in place to monitor academic and social achievements  More SEN resources will be in use to support learning within classrooms  All pupils will have access to appropriate technology to support learning  All pupils learning needs will be addressed and appropriate pitch, pace and challenge provided  100% participation in wider curriculum  Improved motor control from identified individuals  100% participation in PE curriculum  Pupil surveys show improvement in pupil’s attitudes and experiences around discrimination  SMSC curriculum will have good progression and coverage  Supervision studies of data from CPOMs will see reduction in discrimination incidences  All policies are maintained and regularly reviewed  SBC Young carers are confident accessing their education and have regular respite sessions for their mental health |
| Improve and maintain access to the physical environment | All classrooms are fully accessible  Improve signage and access to sight for visually impaired  Visitors, staff and pupils with medical needs park safely and appropriately  All pupils can be safely evacuated in an emergency | Maintain systems to allow safe entry to all areas of school (except upstairs)  Signs and access reviewed regularly and adjustments made  Review of car park space and system to ensure adequate provision for those with medical needs  Review of emergency procedures | Ensure all classrooms are organised in accordance with needs of class  Access to all areas is maintained during work to school  Signs will be clear and clean  External light bulbs replaced immediately when blown  Regular monitoring of car park to ensure permit holders are using space appropriately  Put in place (PEEP) Personal Emergency Evacuation Plans for identified pupils and staff  Review means of escape for all and ensure these are kept clear.  Staff receive regular training and updates about evacuation procedures | Teachers/Site manager  Site manager/Estates manager/Principal  Site manager  Site manager  Site Manager  Site manager  SENCo  Site manager/Principal  Site manager/Estates team/Principal  Principal | Ongoing  Ongoing  Ongoing  Ongoing  Ongoing  As necessary  Termly  Annually or as necessary | Reasonable adjustments are reviewed and maintained as necessary to improve access and safety  Safety for visually impaired users of school site will be improved  Appropriate parking will be available for those with medical needs  Whole school will be safely evacuated during drills within the designated safe time |
| Improve the delivery of information | All information presented to pupils is in an appropriate format for the individual  Pupils with dyslexia have access to range of support materials and intervention  Signage around school site is inclusive, in languages other than English  Information for Parents/Carers is accessible | All staff consider adapting the format of information to suit the individual  Regular screening and planning to ensure appropriate resources, materials and interventions occurs  Regular review and replacement of school signage to reflect languages spoken by school community  Information is provided regularly to update parents/carers in clear print  School office provides support for parents to access information and complete school forms  Text and email service used to prompt and remind parents of events and key dates | Buff/blue/green paper is used and font of an appropriate type and size, suitably enlarged for pupils with visual impairment  Regular dyslexia screening  Scaffolded provision and QFT  Buff/blue/green paper, coloured overlays, ACE spelling dictionaries available in all classrooms  Signage is large enough for visually impaired and in different languages as appropriate  Weekly bulletin to inform and update parents sent by email and uploaded to website  School office staff are approachable to assist parents with problems by phone or email  Documentation and information on school website is easily accessible | All staff  SENCo/TA team  TA team  All staff  Site manager/Principal  Principal  Admin team  Marketing team | As necessary  Ongoing  Ongoing  Ongoing  Ongoing | All pupils able to engage with information provided  Dyslexic pupils are identified and supported with a range of strategies to improve their academic outcomes and mental health  All stakeholders are able to access information on school signage  Parents surveys will show confidence in school’s communications systems |

# 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 Principal and Local Board of Governors.

# 5. Links with other policies

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

* Curriculum
* Staff Development
* Risk assessment policy
* Health and safety policy
* Equality information and objectives (public sector equality duty) statement for publication
* Special educational needs (SEN) information report
* Supporting pupils with medical conditions policy
* Behaviour
* School Improvement Plan

# Appendix 1: Accessibility audit

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| --- | --- | --- | --- | --- |
| **Feature** | **Description** | **Actions to be taken** | **Person responsible** | **Date to complete actions by** |
| Number of storeys |  |  |  |  |
| Stair access |  |  |  |  |
| Corridor access |  |  |  |  |
| Parking bays |  |  |  |  |
| Entrances |  |  |  |  |
| Ramps |  |  |  |  |
| Toilets |  |  |  |  |
| Reception area |  |  |  |  |
| Internal signage |  |  |  |  |
| Emergency escape routes |  |  |  |  |