



Accessibility and Inclusion Plan 2023



This Accessibility policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

1. Introduction and aims

At Jericho Primary School we are committed to providing an accessible environment which values and includes all stakeholders – pupils, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and respect. It is our aim to reduce or, wherever possible, eliminate barriers to the curriculum, fuller aspects of school life and the school environment for pupils, prospective pupils, staff, parents and disabled visitors.

This accessibility plan has been drawn up to cover a three year period. The plan will be updated annually.

The plan will contain actions to:

- Improve access to the physical environment of the school site. We will make reasonable adjustments to the physical environment of the school and will purchase/provide physical aids to enable stakeholders to access education.
- Increase access to the curriculum for pupils with a disability, ensuring that pupils with a disability are as equally prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs and educational visits. It also covers the provision of specialist aids and equipment, which may assist these pupils when to access the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to all stakeholders with disabilities. This information will be available in different formats within a reasonable time frame.
- The Action Plan for physical accessibility is related to a regular Access Audit of the School – it might not be feasible to undertake some of the work identified during the plans 3 year period – some actions may be carried over into the development of a new plan.
- The plan will be monitored by the school governors through the Wellbeing Committee and by OFSTED as part of their inspection visits.
- The school acknowledges the need for on-going awareness raising and staff training on disability discrimination.

2. Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“A person has a disability 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 carry out normal day to day activities”

Disability is defined by the Equality Act 2010 if:

‘you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities’.

3. Background

The Special Educational Needs and Disability Act 2001 extended the Disability Discrimination Act of 1995 to cover education. As a school and governing body we must ensure that our practices and policies comply with these acts and increase access to education for disabled pupils. It is our duty to make sure that:

- We do not treat disabled pupils any less favourably for reasons relating to their disability.
- We make reasonable adjustments for disabled pupils, so that they are not disadvantaged.
- We will plan to increase access to education for disabled pupils.
- We will not discriminate against anyone because of a disability.
- We will promote positive attitude towards disabled pupils.
- We will try our best to remove barriers which may discourage disabled people from participating fully in all aspects of school life.

4. Principles

- Compliance with the legislation mentioned above is consistent with the schools aims, Equal Opportunities Policy and the SEND (Special Educational Needs and Disabilities) Policy
- Our admissions policy does not discriminate against disabled children
- We recognise that it is unlawful to discriminate against a disabled pupil by excluding them for a reason relating to their impairment
- When recruiting staff disabled applicants will not be discriminated against
- We recognise and value parents' and carers' knowledge of their child's disability and will work in partnership with them, consulting with them where appropriate.
- We provide a broad, balanced, creative curriculum, which is differentiated to meet the needs of **all** pupils, ensuring that we overcome potential barriers to learning and assessment for individuals and groups of pupils and that all staff are fully aware of the procedures for teaching and supporting pupils with disabilities.

5. Gathering Information

We gather information about the needs of disabled people through:

- Pupil admission information
- Scholarpack data
- SEN reviews/Education, Health and Care Plans
- Discussions with relevant health professionals and other support agencies
- Meetings with parents

6. The main priorities in our school plan:

- Continue to ensure that pupils with disabilities can fully access the school curriculum and achieve their full potential.
- Improve the physical environment of the school site to increase the extent to which disabled pupils can participate in the wider life of the school, including after school clubs.
- To improve the accessibility of written information for all stakeholders e.g. letters with larger print, labels in braille etc.

- To ensure that disabled visitors can park their car easily in the car park and enter the school safely
- Walls rather than shutters to help shut out background noise for hearing impaired children.
- The school will continue to seek and follow advice of LA services, such as specialist teacher advisors, SEN/D inspectors/advisors and from local NHS Trusts.

7. Implementing and monitoring the plan

- Children are taught using a variety of teaching and learning methods and work is clearly differentiated, ensuring accessibility of the curriculum for all
- Teaching assistants/one to one staff are well trained to support children with special needs and specific training is provided, where needed, to enable them to understand the nature of a child's difficulties and ways of overcoming potential barriers to learning
- The SEND register is regularly updated by the SENDco
- Appropriate intervention programmes are in place for children with SEND
- Advice is sort from a range of professionals such as Specialist Advisory Teachers, Educational Psychologists, Doctors, Speech and Language Therapists, Physiotherapists, Occupational Therapists, School Nurses etc.

8. Making Reasonable Adjustments

At Jericho Primary School we aim to do our best to remove any barriers that make life more difficult for people with disabilities. These barriers may be lessened by making 'reasonable adjustments' to

a) **The buildings and grounds:**

Item	Activity	Timescale	Responsibility
All lower floor- access points accessible for all	Maintained in the new school build	October 2021	HT/ Site manager
Coloured lines on the edge of steps leading to playground. Handrails on both sides.	Supervision of children using these areas. Ramped access also available for if steps not suitable for use.	Ongoing	Class Teachers/ Support staff
Colour contrasting between walls and floors.	Site manager to maintain corridor skirting boards with a contrasting colours-white and grey.	Yearly Maintenance cycle	Site manager
Maintenance of ramps at side of the new school building.	Regular checks and maintain tarmacked area reporting/ addressing any uneven ground or potential hazards.	Regular weekly checks	Site manager
Signage outdoors for disabled parking	Signs painted onto car park	Ongoing maintenance	Building contractors
LED display for hearing impaired visitors at an accessible height.	LED display to be maintained in Reception area of main school office. Westcom notified if faults arise.	Ongoing maintenance	Westcom
Ensure secure pathways across carpark and leading to main entrance and entrances around the school building.	Weekly checks on paths around the school building to be completed and any debris, issues addressed.	July 2021- weekly checks	HT/ Site manager

Hearing loop installed for visitors in main reception	Maintenance checks completed annually	Annual checks	Site manager/ Westcom
Strips on edges of each step to the first floor-visual impairment	Cleaned and maintained	Weekly	Cleaning staff and Site manager
Handrails on stair cases to the first floor	Monitoring of children using the stairs and children taught to always use the handrails and pass on the left.	Continued supervision	All staff
Disabled lift to first floor	Monitoring- fault reporting. Children to only use the lift under adult supervision	Ongoing	All staff

b) Teaching and learning:

Target	Strategy	Outcome	Responsibility	Time frame	Achievement
Learning support assistants develop effective long-term plans for identified children identifying curriculum and wider opportunities support.	LSA to be trained in planning and identifying needs for EHCP children. LSA to be given time to access curriculum plans. SENCO to draft long term plan-subject, term, topic, issue, support to be given, as part of the EHCP/IEP Planning document.	Increased access to the curriculum for all children with SEN/D. progress at the same rate as peers.	Head/SENCO/SLT Class Teachers/ LSA	Summer 2023	Increase in access to the curriculum- a range of strategies implemented to meet the needs of all children allowing progress.
Training for staff on increasing access to the curriculum for all pupils	Epipen training to be reviewed. Intimate care policy to be reviewed and trained staff Training from Team Teach – positive handling policy to be reviewed. Attachment training complete and strategies implemented. Curriculum adaptation documents to be implemented. IEPs to be altered to include adaptations for the curriculum where needed. ASC curriculum awareness course to be delivered.	Increased access to the curriculum for all IEP children, Needs of all learners met , Maintain records of staff trained	SENCO EYFS Team Classroom teachers	Spring 2023	Staff training up to date to meet the needs of all children with SEN/D.
All out of school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	Review all out of school provision to ensure compliance with legislation Develop awareness of staff in relation to consideration of needs when planning off site school trips/visits – risk assessments	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements Staff will ensure careful consideration of needs through pre visits and risk assessments for off site visits	HT/ SENCo Class teachers	Yearly Cycle-	Increase in access to all school activities for all disabled pupils. Further enrichment opportunities detailed as part of the yearly cycle.

Classrooms are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases Consistent labelling of equipment. Use of working walls and accessible concrete resources.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Teaching staff LSA's SENCo Head Teacher	Sept 2022	Increase in access to the curriculum with minimal loss of learning time.
Effective communication and engagement with parents	Termly meetings with parents/carers – Termly consultations IEP/ Annual Review meetings with SENCo and Class teacher, Introduce Stay and Learn sessions, discussions to focus around strengths and areas to develop across the whole curriculum. Home visits carried out for children joining school throughout the year	Parents/carers fully informed about progress & engage with their child's learning, access diagnostics are supported by home and therefore continuity is achieved.	HT/AHT's/ staff	Yearly cycle	Outcomes from parental questionnaire demonstrate that parents find communication effective.

c) Communication methods

- Use of smart screens, so that staff can change font size, background and text colour etc. Meeting the needs of those with visual stress and difficulties
- A range of teaching styles adapted to suit the needs of individual learners in terms of communication
- Use of ICT and in particular iPads for all KEY Stage 2 children
- Visual timetables in all classrooms- a consistent approach
- Informal and formal discussions with parents
- Telephone messages
- Email
- Parent Mail correspondence

9. Monitoring and Impact

The Governing Body will review the Accessibility Plan annually and link to the school improvement plan whenever possible. School will measure the impact of any changes or initiatives for pupils on our disability register through:

- Pupil voice
- Parental questionnaires
- Analysis of assessment data

Related policies and documents

This plan will contribute to the review and revision of related school policies, e.g.

- School Improvement Plan
- SEND Policy
- Single Equalities policy
- Safeguarding Policy
- Anti-Bullying Policy
- Intimate Care Policy
- Supporting Pupils with Medical Needs Policy
- Equal Opportunities Policy

- Pupil Premium Policy
- Curriculum Policies
- Individual Education Plans (IEPs)
- Education and Health Care Plans (EHCPs) and Statements
- Individual Health Care Plans