

Accessibility plan

Jubilee Primary School

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| **Approved by:** | [Name] | **Date:** [Date] |
| **Last reviewed on:** | [Date] |
| **Next review due by:** | [Date] |

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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.

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, this 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](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.

# 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 practice** | **Person responsible** | **Time frame** |
| Increase access to the curriculum for pupils with a disability | * Differentiated curriculum to meet the needs of all pupils
* Teacher of the deaf to plan and review planning alongside teachers to ensure curriculum meeting the needs of HI pupils
* Modified PE curriculum for pupils with physical disabilities
* External bought in services (SaLT, Lambeth Autism Advisory Service, and Educational Psychologist) to undertake individual assessments on a regular basis and provide advice and guidance on modifications to the curriculum as required.
* Termly targets are set to match the needs of children with disabilities and are reviewed termly.
 | Class teacher / TODClass teacher / TODClass teacher and Lead teacher PEInclusion manager / external professionals / class teachersClass teachers / LSAs  | TermlyTermlyTermlyTermlyTermly |
| Improve and maintain access to the physical environment | Jubilee is an accessible building and further adaptations have been made to meet the needs of individual children,This includes:* Ramps
* Elevators
* Corridor width
* Disabled parking bays
* Disabled toilets and changing facilities
* Sensory room
* Hoist and slings
* Staff team trained in hoisting and manual handling
* Sound field
* Red light emergency alarms in all rooms to indicate an alarm for HI children
* Designated reserved space in the school lunch hall
* Table slants
* Foot rests
* Pencil grips
* Wobble cushions
* Ear defenders

External services including SaLT, Lambeth Autism Advisory Service, and Hearing impairment servicer to undertake annual environmental audit |  Premises staff Premises staff  Inclusion manager Class teachers Inclusion manager, SaLT, TOD, Lambeth Autism Advisory service  | Termly checksAnnual |
| Improve the delivery of information to pupils with a disability | Jubilee uses a range of communication methods to ensure information is accessible. This includes:* Visual timetables
* Now/next/Then boards for individual children depending on need
* Large print resources for child with VI
* IPads with communication and interaction apps
* Voice to text programs
* Touch typing
* TEACCH work stations
* BSL / Makaton / Signing
* Specialist LSA for HI children
* Visual charts to help manage behavior – Zones of Regulations
* Intervention rooms with specialist teachers / HLTA
 |  Inclusion managerClass teachersSunshine Room lead |  |

# 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:

* 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

# Appendix 1: Accessibility audit

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