

Hatfield Peverel St Andrew's Junior School



Accessibility Plan

Approved by: Headteacher

Date: June 2021

Last reviewed on: September 2020

**Next review due
by:** June 2022

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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.

Our school ethos is based on the bible passage 'Let your light shine' Matthew 5:16, which promotes the importance of every child being valued and supported to flourish in their own unique ways.

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, including collaborative work with Essex County Council, the Witham Collaborative and the Chelmsford Diocese.

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.

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

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.

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.

AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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AIM	CURRENT PRACTICE	GOOD	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers adaptations to the curriculum to ensure access and engagement for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum e.g. laptops, coloured overlays, word mats, writing slopes etc. Curriculum resources include examples of people with a wide range of disabilities Curriculum progress is tracked for all pupils, incl those with a disability Targets are set effectively and are appropriate for pupils with SEN The curriculum is reviewed to ensure it meets the needs of all pupils Some pupils with High Need SEN follow a highly differentiated curriculum based on 		<ol style="list-style-type: none"> Ensure no child is discriminated against via our reporting system Ensure all children's achievements are celebrated Increase range of assessment and progress evidence gathered for pupils with disabilities Increase staff knowledge and confidence in supporting pupils with High Needs SEN 	<ol style="list-style-type: none"> Adapt the school reports to allow for individualized grading for pupils on a personalised curriculum. Remove colour coding for academic reporting on all parent facing documents (children with cognitive disabilities must not feel penalised for their academic attainment) Introduce target tracking books to gather evidence of individual progress for pupils with EHCPs Recruit an additional SEN specialist TA with qualifications and experience of supporting pupils with High Needs SEN. 	<ol style="list-style-type: none"> Mrs B Black & Mrs A Smith Mrs B Black & Mrs A Smith Mrs A Dutaut Mrs B Black & Mrs A Dutaut 	<ol style="list-style-type: none"> Summer 2021 Summer 2021 Autumn 2021 Spring 2021 	Academic progress is recognized, supported and celebrated for all pupils, including those with disabilities.

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Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Stoppers or wedges to hold doors open 		<p>1. Lack of access to the Forest Schools area for pupils and staff with mobility difficulties (including those using a wheelchair).</p> <p>2. Lack of access to the school field for pupils and staff with mobility difficulties (including those using a wheelchair).</p> <p>3. Release lock for the main entrance is out of reach for staff members using wheelchairs. Needs to be replaced with alternative security access at a lower height.</p>	<p>1. Obtain quotes and arrange works for a hard path along the back of Willow Base, to the Forest Schools teaching area.</p> <p>2. Obtain quotes, consider sports premium use, and arrange for a track to be fitted around the perimeter of the school field.</p> <p>3. Obtain quotes, replace security fitting.</p>	<p>1. Mrs S Smith & Mrs B. Black</p> <p>2. Mrs S Smith & Mrs B. Black</p> <p>3. Mrs S Smith & Mrs B. Black Mr M Keenan</p>	<p>1. Summer 2022</p> <p>2. Summer 2022</p> <p>3. Autumn 2021</p>	Wheelchair accessibility to all areas of the school building and outdoor areas without the need for assistance from another adult.

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Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille (available when needed) • Induction loops (available when needed) • Pictorial or symbolic representations • Communication in person or by telephone • Makaton 		Increase the range of accessible content on the school website.	Add visual timetables, social stories and photo guides to the website	Mrs A Dutaut	Autumn 2021	All SEN-friendly resources to be published on website.

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 headteacher.

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 and disability (SEND) information report
- Supporting pupils with medical conditions policy