

# Hatfield Peverel St Andrew's Junior School



## Accessibility Plan

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<b>Chair of Governors Signature</b>	
<b>Date Approved:</b>	
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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 GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>● Our school offers adaptations to the curriculum to ensure access and engagement for all pupils</li> <li>● 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.</li> <li>● Curriculum resources include examples of people with a wide range of disabilities</li> <li>● Curriculum progress is tracked for all pupils, incl those with a disability</li> <li>● Targets are set effectively and are appropriate for pupils with SEN</li> <li>● The curriculum is reviewed to ensure it meets the needs of all pupils</li> <li>● Some pupils with High Need SEN follow a highly differentiated curriculum based on their own personal needs</li> <li>● Academic progress is recognised, supported and celebrated for all pupils, including those with disabilities, through adapted reporting processes..</li> </ul>	<ol style="list-style-type: none"> <li>1.Ensure no child is discriminated against via our reporting system</li> <li>2.Ensure all children’s achievements are celebrated</li> <li>3.Increase range of assessment and progress evidence gathered for pupils with disabilities</li> <li>4.Increase staff knowledge and confidence in supporting pupils with High Needs SEN</li> </ol>	<p>Introduce target tracking via Provision Map to gather evidence of individual progress for pupils with EHCPs</p>	<p>SENCO</p>	<p>Summer 2025</p>	<p>Train teachers and TAs on use of Provision map to track targets</p>

<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>● Ramps</li> <li>● Corridor width</li> <li>● Disabled parking bays</li> <li>● Disabled toilets and changing facilities</li> <li>● Stoppers or wedges to hold doors open</li> </ul>	<p>1. Accessibility should be considered at every stage of the RAAC related building renovations and in temporary accommodation.</p>	<p>1. Keep accessibility on the agenda at regular RAAC mitigation planning meetings, and ensure continued access for all to school facilities.</p>	<p>Headteacher &amp; SBM</p>	<p>Ongoing</p>	<p>Wheelchair accessibility to all areas of the school building and outdoor areas without the need for assistance from another adult.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>● Internal signage</li> <li>● Large print resources</li> <li>● Braille (available when needed)</li> <li>● Induction loops (available when needed)</li> <li>● Pictorial or symbolic representations</li> <li>● Communication in person or by telephone</li> <li>● Makaton</li> </ul>	<p>Increase the range of accessible content on the school website.</p>	<p>Add visual timetables, social stories and photo guides to the website</p>	<p>SENCO</p>	<p>Ongoing</p>	<p>All SEN-friendly resources to be published on website.</p>

## 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 (SEN) information report
- Supporting pupils with medical conditions policy