

Accessibility plan

Ibstock Junior School



Approved by: Headteacher

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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.

Ibstock Junior School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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.

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

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 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](#), '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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	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>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>The curriculum is supported by ensuring staff are trained appropriately for example in ASD</p>	<p>Improve staff understanding of teaching children with ASD</p> <p>Increase understanding of SEND issues by governing body.</p> <p>Improve provision for children with medical needs</p>	<p>Autism Training to be undertaken by all staff</p> <p>Governor training and monitoring</p> <p>Improve links with Child with Medical Needs team to ensure best access is provided by IJS</p>	<p>SENDCo/HT</p> <p>SENDCo/HT</p> <p>SENDCo</p>	<p>Easter 2019</p> <p>June 2019</p> <p>Easter 2019</p>	<p>Increased confidence of staff.</p> <p>Resources created/amended as appropriate.</p> <p>Govs can talk with confidence of provision at IJS for SEND</p>

	Visually impaired children are given support from SNTS visually impaired service.					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Lifts • Disabled parking bays • Disabled toilets • Library shelves at wheelchair-accessible height 	Improve facilities for disabled pupils.	Provide a shower and changing table for disabled pupils	HT and Resources committee	Aug 2021	Child would be able to have a shower if required Chi
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Different coloured paper or overlays • Large print resources • Pictorial or symbolic representations like Makaton if required • We will provide Braille or induction loops if required. • Email to parents in hospital 	Improve communication with parents/carers who find it hard to get to school	<p>Improve information on website</p> <p>Improve telephone messaging service</p>	<p>HT</p> <p>HT and resources committee</p>	<p>Summer 2019</p> <p>Aug 2020</p>	

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary for example upon a child with specific needs joining the school.

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

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	We have a new 2 storey building and two classes on a lower level than the rest of the building.	Ensure children have their own Personal Evacuation Plan (PEP) if required	SENDCo and class teacher	Reviewed annually
Corridor access	All corridors are wide enough for pushchairs and wheelchairs.	None planned.		N/A
Lifts	The building has two lifts ensuring site is fully accessible.	Checked annually.	Premises Officer	Checked annually
Parking bays	There is a parking bay at the front of school nearest to the disabled entrance.	Recently painted. No action planned.		N/A
Entrances	All entrances to the site are from level ground.	None		N/A
Ramps	There is a ramp	There is a wooden ramp leading up to the field classroom. This has recently had maintenance but needs to be checked termly.	Premises Officer	Checked termly

Toilets	There are two disabled toilets and 3 sets of ordinary toilets.	Adaptations e.g. a foot stool may be required for children with cerebral palsy. We have done this before and would provide if needed.	Premises officer	
Reception area	This has a sliding door to aid wheelchair users but has steps making access to reception area impossible for wheelchair users.	Signage to be improved at entrance to school to make it more obvious that access for wheelchair users is via top door.	Premises officer	August 2019
Internal signage	This is visible and in standard format. The new building has braille signage on doors and contrasting architrave. The old building has neither.	SENDCo would ask visually impaired team for advice on whether adaptations would be necessary in 'old' building.	Premises officer and SENDCo	Checked annually or with IEPs
Emergency escape routes	Lifts and ramps available for all routes	PEP (Personal Evacuation Plan) would be written if required.		Checked annually.