

# **Ashfield Junior School Accessibility Plan 2018-2019**

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## Statement of intent

**This plan should be read in conjunction with the School Development Plan and outlines the proposals of the governing body of Ashfield Junior School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.**

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the school and its pupils, and where the school has undergone a refurbishment.

**Signed by:**

**Headteacher**.....

**Board of Governors**.....

**Date**.....

**Date**.....

**Next review date: December 2019**

<b>Planning Duty 1. Curriculum</b>						
SMT and Governors undertook an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term actions were then identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.						
	<b>Issue</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Outcome criteria</b>	<b>Review</b>
Short term	Staff members need to develop a wider range of skills to support pupils with SEND	INSET provided to staff members  Children in need of personalised provision are identified and appropriate personalised provision is in place.	Headteacher/ External advisors/SENCO	Ongoing	Staff members have the skills to support children with SEND	Summer 2019
Medium term	Staff need to have a better understanding of some of the issues faced by children and families of children with SEND	INSET provided to staff members  Procedures in place to encourage staff reflection and analysis of children's reactions and behaviour.	Teachers/SENCO/External advisors	Spring 2019	Staff will feel more able to personalise provision and emotionally support children with SEND.	Summer 2019
Long term	Pupils with SEND may not fully access the curriculum	Whole school learning on what an inclusive ethos means. How this underpins all relationships and learning in the school community	Headteacher/ICT Manager/SENCO/teachers and TAs	Spring/Summer 2019	Pupils with SEND are fully involved in curriculum learning at whatever level is appropriate as well as taking part in the wider life of the school	Summer 2019

<b>Planning Duty 2: Environment</b>						
SMT and Governors undertook an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term actions were then identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.						
	<b>Issue</b>	<b>What</b>	<b>Who</b>	<b>When</b>	<b>Outcome criteria</b>	<b>Review</b>
Medium term	Not all pupils can access the physical environment of the classroom or playground.	Provide alternative areas for those with sensory barriers to learning, or with social and communication difficulties.	Senior leadership team/SENDco	Spring/Summer 2019	Children with individual needs are able to participate in school activities in an environment which meets their individual learning needs.	Summer 2019

Planning Duty 3: Information						
SMT and Governors undertook an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action were then identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.						
	Issue	What	Who	When	Outcome criteria	Review
Short term	Children with SEND may find it difficult to organise themselves with regard to letters about clubs or reading books going home.	Personalise information delivery procedures to SEND parents and pupils	TAs, classteachers	Spring/Summer 2019	Information sharing is personalised so that all parents and pupils with SEND feel that communication is good.	Summer 2019