



# **Ashfield Junior School Accessibility Plan**

## **October 2024 - 2027**

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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 every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

**Signed by:**

**Headteacher:**



**Date:      October 2024**

**Next review date:    October 2027**

### Planning Duty 1. Curriculum

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.

	Issue	What	Who	When	Outcome criteria	Review
Short term	New designation of Resourced Provision for Autism status for the school – provision not appropriate to provide sufficient sensory support.	Individual's EHCP outcomes will be identified and resources sourced accordingly. Treetops provision will be moved to a more suitable space to allow for different, specific 'areas'.	Headteacher/ Specialist Advisory Teacher/SENDCO	Spring 2022	School will be well prepared to provide appropriate resources for our ASC RP pupils.	Summer 2025
Medium term	Treetops staff need to have a better understanding of specific issues faced by children with ASC.	'Emergency' specific ASC training to be provided through the Autism Education Trust for all staff members working in Treetops.	Teachers/TAs/External advisors/SENDCO	Summer 2022	Treetops staff will have a more detailed understanding of some of the difficulties faced by children with ASC.	Summer 2025
Long term	All staff need to have a better understanding of specific issues faced by children with ASC.	Specific ASC training to be provided for all staff members, through the Autism Education Trust and Specialist Advisory Teachers.	Headteacher /SENDCO/Teachers and TAs/SATs	Summer 2024	All staff will have a more detailed understanding of some of the difficulties faced by children with ASC.	Summer 2025

**Planning Duty 2: Environment**

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>
Short term	The physical environment of the Treetops classroom doesn't support positive learning for children with autism, including too much external visual stimulation.	Create a space that can be sub-divided into different areas. Purchase blinds for lower windows to eliminate distractions.	Headteacher/SENDCO/Treetops staff	Autumn 2021	Children with ASC are able to learn in an environment which meets their individual learning needs.	Summer 2025
Long term	The physical environment of every classroom and the corridors doesn't support positive learning for children with autism.	Look carefully at the layout of each classroom and establish, which windows create a distraction to outside; are display boards muted and not too colourful.	Headteacher/SENDCO	Summer 2023	Children with ASC are able to learn in an environment which meets their individual learning needs.	Summer 2025

### 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	Teachers don't have daily face to face communication with parents of RP children who arrive at school by taxi.	Use Dojo system to communicate and home school book.	Teachers/TAs	Autumn 2021	Teachers and parents are fully informed about individual children.	Summer 2025
Medium term	Parents of children with SEND do not always take up the opportunity to meet with SENDCO for parents' evenings.	Adopt an online system to encourage more parents to partake.	SENDCO	Spring 2022	More parents take part in meetings with SENDCO during parents' meeting sessions.	Summer 2025
Long term	School website is not accessible to children/parents with SEND.	Audit of website	SENDCO/Deputy Head/Senior Administrator	Summer 2024	Website is fully accessible to all children and parents.	Summer 2025

