



Accessibility Plan

Policy Number:	SP17	Created by:	HS/CW
Reviewed by:	SENCo	Responsibility:	FGB
Last Review:	Autumn 2024	Next Review:	Autumn 2027
Review Cycle:	3 Yearly	Ratified by GB:	19/12/2024

This policy is available in large print. Please contact the school office who will be happy to arrange this for you.

1. Vision statement

Under the Equality Act 2010 schools are required to have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality a person has a disability if:

- a) He or she has a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Purbrook Junior School the Plan will be monitored by the headteacher, Inclusion Leader and evaluated by the relevant Governors’ committee.

At Purbrook Junior School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) The Purbrook Junior School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) Purbrook 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. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 4) The Purbrook Junior School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable

adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- a. Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (if a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - b. Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - c. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- 5) The Purbrook Junior School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
 - 6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
 - 7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - a. Behaviour Policy
 - b. Emergency Management Plan
 - c. Equal Opportunities Policy
 - d. Health and Safety Policy
 - e. Single Equality Statement
 - f. School Improvement Plan
 - g. Special Educational Needs Policy
 - h. Teaching and Learning Policy
 - 8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
 - 9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
 - 10) The Accessibility Plan will be published on the school website.
 - 11) The Accessibility Plan will be monitored through the governors' Resources Committee.
 - 12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
 - 13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are:

- **Increase access to the curriculum for pupils with a disability**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information to pupils**

Our objectives are detailed in the Action Plan below

3. Current Good Practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on health conditions and disability as part of the annual collection of data (Emergency Contact Forms).

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school for pupils with physical impairments, school trips for pupils with medical needs. There are no parts of the school to which disabled pupils have no access at the moment.

Curriculum

There are areas of the curriculum to which disabled pupils may have limited or no access. Some areas of the curriculum may present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others.

4. Access Audit

The school is a one storey building with wide corridors and several access points from outside. There is level (or sloped) access around the entire building. On-site parking for staff is shared with Purbrook Infant School has one dedicated disabled parking bay. All entrances to the school are flat and have wide doors fitted. The main entrance door has ramped access, but is heavy and difficult for a wheelchair user to open. Reception staff monitor this entrance and open the door manually for disabled visitors. There is disabled toilet facilities available accessed via the school hall and this is fitted with a handrail and pull emergency cord.

The school has internal emergency signage and escape route are clearly marked.

5. Management, coordination and implementation

We will consult with experts when new situations regarding pupils or staff with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local authority.

6. Action Plan

Aim 1 – To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To maintain positive liaisons with infant schools to review potential intake for next academic year	To identify pupils who may need additional or different provision for next academic year	On-going	HT Inclusion Leader	Annual meetings
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	On-going	HT SBM Governors	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents	To ensure collaboration and sharing between school and families	On-going	HT All Teachers Inclusion Leader Pastoral Team	Clear collaborative working approach
To maintain close liaison with parents and outside agencies for pupils with on-going health needs.	To ensure collaboration between all key personnel	On-going	HT Inclusion Leader Admin Staff Parents	Clear collaborative working approach

E.g. children with severe asthma, severe allergies or mobility issues			Outside agencies	
To ensure full access to the curriculum for all pupils	Engagement with specialist advisory teachers. CPD for staff and: <ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered • A range of support staff including trained teaching assistants • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy 		HT Inclusion Leader Class Teachers	
To monitor and review attainment of all SEN pupils	Inclusion Leader/Class Teacher meetings and Pupil Progress meetings. Scrutiny of assessment system. Regular liaison with parents	Termly	HT DHT Inclusion Leader Class Teachers	Progress made towards Pupil Passport targets. Provision mapping shows clear steps and progress made
To promote the involvement of disabled students in classroom discussions and activities To take account of variety of learning styles when teaching	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) <ul style="list-style-type: none"> • Wheelchair access • Screen magnifier software for the visually impaired • Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people 	On-going	Whole school approach	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school
To deliver findings to the Governing Body	Reports to Teaching and Learning Committee	At least annually	Inclusion Leader	Governors fully informed about SEN provision and progress

Aim 2 – To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical environment of school	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and	On-going	HT SBM SIT	Enabling needs to be met where possible

	refurbishments of the site and premises, such as improved access, lighting, colour schemes and more accessible facilities and fittings			
Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and other areas	On-going	Learning Environment Leader	Lively and inviting environment maintained
Ensuring all with a disability are able to be involved	Create access plans for individual disabled children as part of the IEP process	With immediate effect and reviewed constantly	Inclusion Leader Class Teachers	Enabling needs to be met where possible
To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent meetings, liaise with external agencies, identifying training needs and establish individual protocols where needed	With immediate effect and reviewed constantly	HT SBM	Medical needs of pupils are met
Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> Utilise disabled parking space for disabled to drop off and collect children Offer a telephone call to explain letters home for some parents who need this Adopt a more proactive approach to identifying the access requirements of disabled parents 	With immediate effect and reviewed constantly	Whole school team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
To improve community links	School to continue to have strong links with schools in the local area and the wider community	On-going	HT SIT External services	Improved awareness of disabilities and their needs. Improved community cohesion
Continue to develop playground and facilities	Continue to look for funding opportunities	On-going	Whole school team PJSA	Inclusive child-friendly play areas
To ensure road and pedestrian access and paths around the school are as safe as possible	Communication with parents via safety messages/letters/walk to school week. Bikeability for Year 6 children. Police development work/Speed Ops	On-going	HT SIT PHSE Leader	No accidents

Aim 3 – To improve the delivery of information to disabled pupils and parents.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
To ensure all children with Autism Spectrum Disorder (ASD) have access to the curriculum	Regular parental communication. Individualised multi-sensory teaching strategies used for ASD children	On-going	All staff to be aware	ASD children to access curriculum
To enable improved access to written information for pupils,	Raising awareness of font size and page layouts will support pupils with visual impairments	On-going	Teaching Staff Librarian Site Manager	Improved access to written information

parents and visitors as required	Auditing the school library to ensure the availability of large font and easy read texts Auditing signage around the school to ensure that it is accessible to all			
To review children's records ensuring school's awareness of any disabilities	<ul style="list-style-type: none"> • Information collected about new children • Records passed up to each class teacher • End of year class teacher meetings • EHCP Annual reviews • PP meetings • Pupil Passport meetings • Medical forms updated annually for all children • Personal health plans • Significant health problems – children's photos displayed on first aid room and staffroom noticeboards 	On-going	Admin Staff Teachers Inclusion Leader	All information is up to date
In school record systems to be regularly reviewed and improved where necessary (Arbor, Target Tracker, paper records, etc)	Record keeping systems to be reviewed	Continual review and improvement	Whole school approach	Effective communication of information about disabilities throughout the school