

STATUTORY POLICY

Accessibility Plan



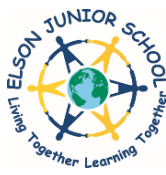
Policy Revision Date	July 2023
Review Frequency	3-yearly
Role / Author	HT / Penny Shaw
Governing Body Committee/HT	Curriculum & Standards
Date of GB Meeting/HT review for approval	Reviewed 3 rd July 2023 & 20 th November (C&S)
Due with Clerk to Governors (where applicable)	7 days prior to GB meeting
Governing Body/HT Approval Date	20 th November 2023
Status (draft / approved)	Approved
Date Policy Due for next review:	Summer 2026

Note:

Please ensure tracked changes are used to highlight changes from the last approved version. The document status should be 'Draft'.

Once the changes have been approved by the Governing Body, the tracked changes can be accepted and the document status changed to 'Approved'.

Elson Junior School
Accessibility Plan



Policy Review

The following list must be completed prior to submission to the relevant Governing Body meeting/HT for approval.

Links with other Policies	Single Equality Statement Accessibility Audit
Model or Locally Produced	Locally Produced/The Key
Are changes to model policy or previous policy clearly identified (e.g. track changes)	Not applicable
In the view of the HT is the policy related to High, Medium or Low Risk activity to the school	
What are the likely consequences to school of non-compliance	Barriers to pupils' access to education
Are the governors/SLT accountabilities clearly identified	Yes see action plan
Are other accountabilities clearly identified	Yes see action plan
Are there any particular issues/risks associated with implementation/operation of policy	Breadth of legislation to be covered. Action plan and audit should determine focus dependent upon current context.
How will policy effectiveness be evaluated	See monitoring arrangements in policy
How will HT report to governors on effectiveness and when	HT report
When will the policy next be due for renewal (for statutory compliance)	Summer 2026
Does the policy impact on available resources	Capacity of staff to monitor policy

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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 values of Compassion and Integrity shape this thinking.

EJS is a compassionate school. Every learner will be kind, caring and respectful to themselves and others. Children are taught to understand difference and respond respectfully. The curriculum in our school allows children to work collaboratively. Through the challenge of our curriculum and allowing learners to challenge ideas, they are enabled to value their own ideas and those of others in a respectful way.

All learners at EJS show that they strive to act in ways that demonstrate the qualities associated with integrity; honesty, decency and fairness through respecting the school values. We aspire for everyone to show pride in being a member of our school community and to be able to express their views in a polite and respectful manner, accepting that there may be differences in opinions at time. All members of our community will independently demonstrate personal responsibility in caring for others, themselves and the environment (both in school and in the wider sense of the world around us). The curriculum will have protected time for PSHE and P4C to facilitate discussions about moral and ethical choices. When children leave us they will be empowered to make well-reasoned life choices.

Our Single Equality Policy has further details.

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.

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 information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

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.

This policy complies with our funding agreement and articles of association.

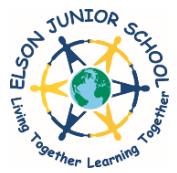


3. Action plan

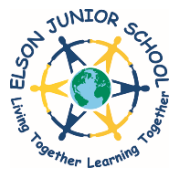
This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The table below sets out how the school will achieve these aims.

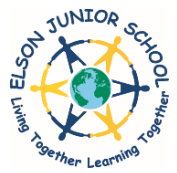
Objective	Current good practice <i>Include established practice and practice under development</i>	Action Required	Anticipated Impact	Person responsible	Date to complete actions by
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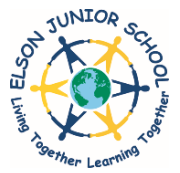
Objective	Current good practice <i>Include established practice and practice under development</i>	Action Required	Anticipated Impact	Person responsible	Date to complete actions by
<p>Objective 1</p> <p>Increase access to the curriculum for pupils with a disability</p> <p>Ensure resources are accessible and available 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>Visual timetables are available for pupils who need them, according to pupil passport provision</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>Termly review of pupil passports for pupils with a disability to ensure provision is up to date and relevant.</p>	<p>Pupils will continue to thrive and make better than expected progress</p>	<p>SENCo and class teacher</p>	<p>Every term</p>



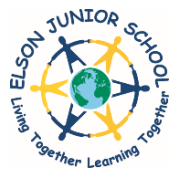
Objective	Current good practice <i>Include established practice and practice under development</i>	Action Required	Anticipated Impact	Person responsible	Date to complete actions by
<p>Objective 2</p> <p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	<p>Audit on book shelves in library are at accessible height for wheelchair users</p>	<p>Pupils who are wheelchair users will feel fully integrated and able to use the library independently</p>	<p>Site Manager/SENCO</p>	<p>Termly Review</p>
<p>Objective 3</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"> • Internal signage • Large print resources • Pictorial or symbolic representations 	<p>Accessibility audit to review Communication methods utilised.</p>	<p>Inform SIP for future priorities and CPD required</p>	<p>SENCo</p>	<p>End of 23/24</p>



Objective	Current good practice <i>Include established practice and practice under development</i>	Action Required	Anticipated Impact	Person responsible	Date to complete actions by
<p>Objective 4</p> <p>To ensure participation on school trips for pupils with a disability</p>	<p>Our school ensures that the pupils EHCP requirements are fulfilled.</p> <ul style="list-style-type: none"> • 1:1 support will be provided, either by child's allocated 1:1 support worker in school or a responsible adult from the family • All residential visit destinations are pre checked for accessibility and their Disability Action Plan is checked in advance. • Appropriate transport is arranged in advance. 		<p>Pupils are able to access residential and day trips along with all other pupils.</p>	<p>Class Teacher in first instance with support from SENCO</p>	<p>Ongoing</p>
<p>Objective 5</p> <p>Identify within the school pupils who have a disability</p>	<p>Our school has a register of pupils with disability and any special provision that is required. This information is shared with all staff including lunchtime supervisors.</p>	<p>Staff to be updated on any new admissions or changes in advance.</p>	<p>All pupils are able to access school and curriculum with appropriate adjustments</p>	<p>SENDCO and Headteacher</p>	<p>Ongoing</p>



Objective	Current good practice <i>Include established practice and practice under development</i>	Action Required	Anticipated Impact	Person responsible	Date to complete actions by
<p>Objective 6</p> <p>Ensure access assessment arrangements are made for pupils with an EHCP</p>	<p>Our school will assess pupils in advance for those requiring additional time for tests. We ensure that pupils with an EHCP are given extra time where appropriate.</p>	<p>Staff to be reminded of requirement in advance of assessments.</p>	<p>Pupils will be able to access assessments more successfully.</p>	<p>SENDCO and class teachers</p>	<p>Annually</p>

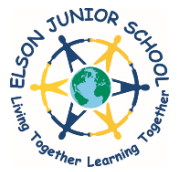


Objective	Current good practice <i>Include established practice and practice under development</i>	Action Required	Anticipated Impact	Person responsible	Date to complete actions by
Objective 7 Improve understanding of statutory guidance and current issues regarding disability.	Our teaching staff plan effectively to provide quality first teaching for all pupils including those children with a disability. Our SENDCO and SLT provide INSET/staff training on a range of disabilities. Planning and work scrutiny by SEND Leader to ensure pupils with disabilities are receiving quality	SENDCO to provide training for staff at least annually to update on current issues and changes to requirements. New staff to be made fully aware of expectation for provision of pupils with a disability.	All pupils with a disability will make good progress with good levels of attendance.	SENDCO/SLT and class teachers	Ongoing

Elson Junior School

Accessibility Plan

Objective	Current good practice <i>Include established practice and practice under development</i>	Action Required	Anticipated Impact	Person responsible	Date to complete actions by
Objective 8 Pupils with Autism/sensory needs to have time and space to desensitise	Our teaching staff provide our pupils with sensory needs regular breaks in order for them to remain calm and to cope with their school day. Resources are provided: calming music, sensory toys etc to assist with this.	SENDCO to provide training and updates to staff on any changes to provision for pupils.	Neurodivergent pupils will be able to regulate themselves with support when needed.	SENDCO and class teachers	Audit provision and identify environmental and curriculum adaptations and CPD needed for staff
Objective 9 Information for the wider community (parents and carers) distributed in a range of formats.	Our office team provide information via text, email and letter form.	Senior Admin Officer to ensure large print is available for any parents/carers with visual impairments or telephone calls for parents with literacy difficulties or e-mail for parents with hearing impairments.		SLT and Senior Admin Officer	Ongoing



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 and Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Single Equality Policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy