



Accessibility Policy

Date Reviewed: March 2024

Reviewed By: LGB

Next Review Due: March 2027

Review Cycle: 3 Years

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.

We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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 people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included. If a person has been disabled in the past (for example, cancer recovers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

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". 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.

Objectives

- To monitor and improve as necessary the physical environment of the school, adding any specialist facilities needed as necessary. This covers improvements to the physical environment of the school and physical aids to access education. Disabled toilets and parking spaces are available and the ground floor of the building is accessible to wheelchair users.
- To 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. 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. Risk assessments are completed as necessary. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum. Lesson planning is differentiated to respond to individual needs and staff use a range of teaching and learning styles.
- To improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame. Parentmail, School Newsletter and the school website are also used for communications. Parent's evenings, and additional meetings as required for any additional SEND needs.
- Ongoing awareness raising and training will be provided for staff and governors in the matter of disability discrimination in order to increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of disabled students.
- To ensure that various staff are provided with first aid training and additional medical needs training for support of pupils with specific needs.
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of disabled students.

Increasing the extent to which disabled pupils can participate in the curriculum:

- Identification of SEND at a very early stage through close liaison with feeder schools, pupil progress meetings and staff concern forms; supported by individual pupil plans and the SEND register.
- Keeping staff fully informed of the special educational needs/disability of any student in their charge, including sharing progress reports, medical reports and student/parent feedback. Staff are provided with one-page profiles for those children on the SEND register, key information notes for children with an Educational Health Care plans (EHCP) and medical plans at the start of the year.
- Specialist advice from other professionals (e.g. speech and language therapist, occupational therapist, hearing impaired service, visual impaired service, physiotherapist) on how to adapt the curriculum and teaching strategies for individuals.
- Special access arrangements for assessments.
- Specific target setting and monitoring to ensure all students with SEND make at least sufficient progress in their class-based learning and within intervention groups.

- A structured and dedicated Y 2 / Y6 transition programme for vulnerable students, including through signposting to transition projects through external providers where appropriate – i.e Matrix for KS3 transition.
- Adaptions are made as necessary to ensure access to all for trips and clubs including additional adults, support from parents, appropriate transportation, risk assessments and resources.
- Many staff are first aid trained and many have additional medical needs training for support of pupils with diabetes, asthma, hearing difficulties, visual difficulties or who carry epi-pens.
- Manual handling training where needed.
- Nut-free policy in place.
- Catering staff make adaptations for children with allergies. All staff, including support and teaching staff, are aware of who these children are.
- Planning is differentiated to responds to individual needs.
- Resources are carefully selected for impact on teaching and learning and used within the classroom and support a range of learning styles.
- Work stations, visual timetables, now and next boards.
- Range of teaching and learning styles.
- Use of Emotional Literacy Support Assistant/ Home School Link Worker.
- Flexible timetable (e.g. use of learning breaks, shorten tasks where necessary).
- High quality staff training and expertise; INSET provided as needs are identified
- Use of ICT in lessons including laptops, chrome books, touch-screen magnifiers, wireless links from laptops to interactive whiteboard.
- Size of font in texts are altered to meet the needs of individuals.
- Writing slopes and steps where necessary.
- Social skills groups / social stories.
- Wide range of clubs and visitors.
- Class behaviour and reward systems.
- LSA work with individuals and groups.
- Values based curriculum to promote equality and respect for difference.
- Values circle times to support the needs of children who may feel vulnerable.
- Individual targets to support a more personalised learning approach.
- SENCo support for targets and schemes of work which might be appropriate.

Improving the physical environment of the school to enable disabled pupils to take better advantage of education benefits, facilities and services provided:

- Northmead Junior School is a large, three-form entry school made up of one large building, a separate small annex consisting of two offices, a classroom and a single-use toilet, and a separate two-room craft block. There is one large playground, separated into zones and a school field attached to the school via a secure pathway.
- The teaching buildings are all on one level. There is an ICT suite and intervention room on the first floor, accessed by flights of stairs. Where children are unable to access these, classes do their ICT in their usual classroom using a class set of chrome books / laptops. Alternative intervention rooms are available on the ground floor. The craft block is accessed via four steps. If these cannot be accessed by a pupil, then craft lessons for that class transfer to the usual classroom.
- Safe spaces identified for pupils with SEMH (Social, Emotional, mental Health) to use to calm down in and have a quiet space to work.
- Table arrangements and seating plans take into account transitions around the classroom and health and safety for all children.
- Classroom and the hall are fitted with a sound/ field system.
- All teaching areas have blinds to prevent glare when the sun is strong.
- Accessible door handles.
- There are two single-use toilets, which have disability features.
- Outside agency support used for advice and recommendations.
- There are two disabled parking spaces in the main staff carpark and an additional one alongside the staff entrance to the school building.
- High-vis yellow paint on step nosing throughout the site.
- A bench is sited halfway along the path into school to provide an opportunity for rest.
- Movement-sensitive lighting is in place on all paths outside the school building, leading to the school gate.

Improving the availability of accessible information to disabled pupils and parents:

- Website available with key information.
- Use of range of text and font sizes on communications as identified by outside advisors and on request
- Use of a multi-agency approach.
- Range of methods of communication with parents: weekly newsletter, website, Parentmail, face to face events and meeting- all communications are available both online and in hard copy.

- Home learning is accessible to all children at various levels of physical and academic need.
- Induction meetings held in September for each year group.
- Reports to parents once a year.
- Parent's evenings 3x a year and additional meetings as required for any additional SEND needs.
- Range of opportunities for participate in their children's education via curriculum events and workshops.
- Educational Health Care Plans / Individual Support Plans.

Monitoring Arrangements.

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

The plan will be made available online on the school website, and paper copies are available upon request.

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 of the school.