Accessibility Plan

St Andrew's CE Junior School

2024-2027

Approved by:	Full Governing Body	**Date:**	January 2024 (Mins 334)
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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.

The Governing Body, Headteacher and staff are committed to advancing equality of opportunity and providing fair access and treatment in employment and in delivering education. St Andrew's Junior School is dedicated to ensuring that all members of the school community and the wider community are treated equally, fairly, and with respect by the school and by each other.

1. The St Andrew's CE Junior School Accessibility Plan has been drawn up based upon 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. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four years 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 LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliances with that duty.

3. We are 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 St Andrew's CE Junior School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need

to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions 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 as are the able-bodied pupils; (if a school fails to do this they are in breach of duties under the Equality 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.
- Improve 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;
- 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 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. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
   - Equality Objectives
   - Staff development Policy
   - Health and Safety Policy
   - Special Educational Needs Policy
   - Behaviour Management Policy
   - School Improvement Plan
   - School Brochure/Prospectus and vision statement

8. The Accessibility Plan for physical accessibility relates to the Access Audit of the school, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of the 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 school brochure will make reference to this Accessibility Plan

11. The School's complaints procedure covers the Accessibility Plan

12. The Accessibility Plan will be published on the school website

13. The Accessibility Plan will be monitored by the Full Governing Body.

14. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the' Derbyshire Accessibility Strategy'

15. The Accessibility Plan may be monitored be Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

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 pupils, parents, staff and governors of the school.

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.

3. Action plan

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for all pupils.	Liaise with the infant schools to prepare for the new year 3 intake	Identify pupils who may need adapted or additional provision		HT, SENco Y3 teachers	May to July annually	Provision set in place for when the child/ren start
	We use resources tailored to the needs of pupils who require support to access to the curriculum. Pupil Premium Passports and meetings	Identify those pupils who need support and may need adapted provision		SLT, SENco, all teaching staff and external agencies	Ongoing	
	Curriculum progress is tracked for all pupils, including those with a disability.		Make use of Greater Depth Trackers	Teachers	Ongoing	Information is available on progress
	We review policies to ensure they reflect inclusive practice and procedure	To comply with the Equality Act 2010		SLT & Governors	Ongoing	All policies clearly reflect inclusive practice and procedure
	We establish and maintain close liaison with outside agencies for pupils with additional needs	Ensure collaboration between outside agencies and knowing who to contact		SLT, SENco, all teaching staff and external agencies	Ongoing	Clear collaborative working approaches through regular meetings, risk assessments reviews and action planning.

Improve and maintain access to the physical environment	*The environment is adapted to the needs of pupils as required. This includes:* • Corridor width is suitable for wheelchairs and automatic doors are in place • Disabled parking bays • Disabled toilets and changing facilities. The schools currently has disabled facilities including a hoist • Library shelves are at wheelchair-accessible height	Ensure all pupils and staff have access to all areas of school Ensure these are easily identifiable Ensure the hoist is routinely maintained	To maintain access and to adapt when needed to meet individual needs Employ DCC to remark parking bays DCC to make annual checks	HT SBM SBM	Ongoing Spring 2020 Spring 2020	Access to books is available to all
Improve the delivery of information to pupils with a disability and ensure classrooms are organized to promote participation	We have visual times-tables and all classrooms are Dyslexia friendly	Our school needs to use a range of communication methods to ensure information is accessible. Including:- Internal signage Large print resources, Braille Pictorial or symbolic representations	Look at what is in place and what can be improved to ensure information is accessible related to the objectives.	SENco, class teachers	Summer 2020	Children have ready access to a range of resources to support learning.

Improve the delivery of written information Improve the quality of communication to parents/carers and seek opinions on improvements	We have a school prospectus and newsletters which are promoted in different formats	All school information to be available for all through hard copy or electronic Ensure all communication lines are available	Ensure we have all parents line of communication details To include quality of communication to our annual questionnaire to all parents/carers.	All SLT	continuous Annually	Delivery of school information to parents and others improved Opinion is collated and actioned appropriately

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 governing board.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One Story over three buildings		Headteacher	
Corridor access	Corrridors can accommodate wheelchair access		Headteacher	
Lifts	No Lifts	na	n/a	n/a
Parking bays	2 x Disabled Parking Bays	Need to be more clearly identified, with painted marks	SBM	Autumn 2024
Entrances	All entrances can accommodate a wheelchair, doors in the corridors have automatic opening.	To check all doorways are accessible to wheelchairs	SBM	
Ramps	No Ramps necessary	na	na	na
Toilets	2 x disabled toilets including 1 purpose built room for disabled access			

Reception area	Space for wheelchair access		Headteacher	
Internal signage		Check internal signage corresponds for all pupil needs	SLT	
Emergency escape routes	Clearly signed	Check internal signage corresponds for all pupil needs	SLT	