

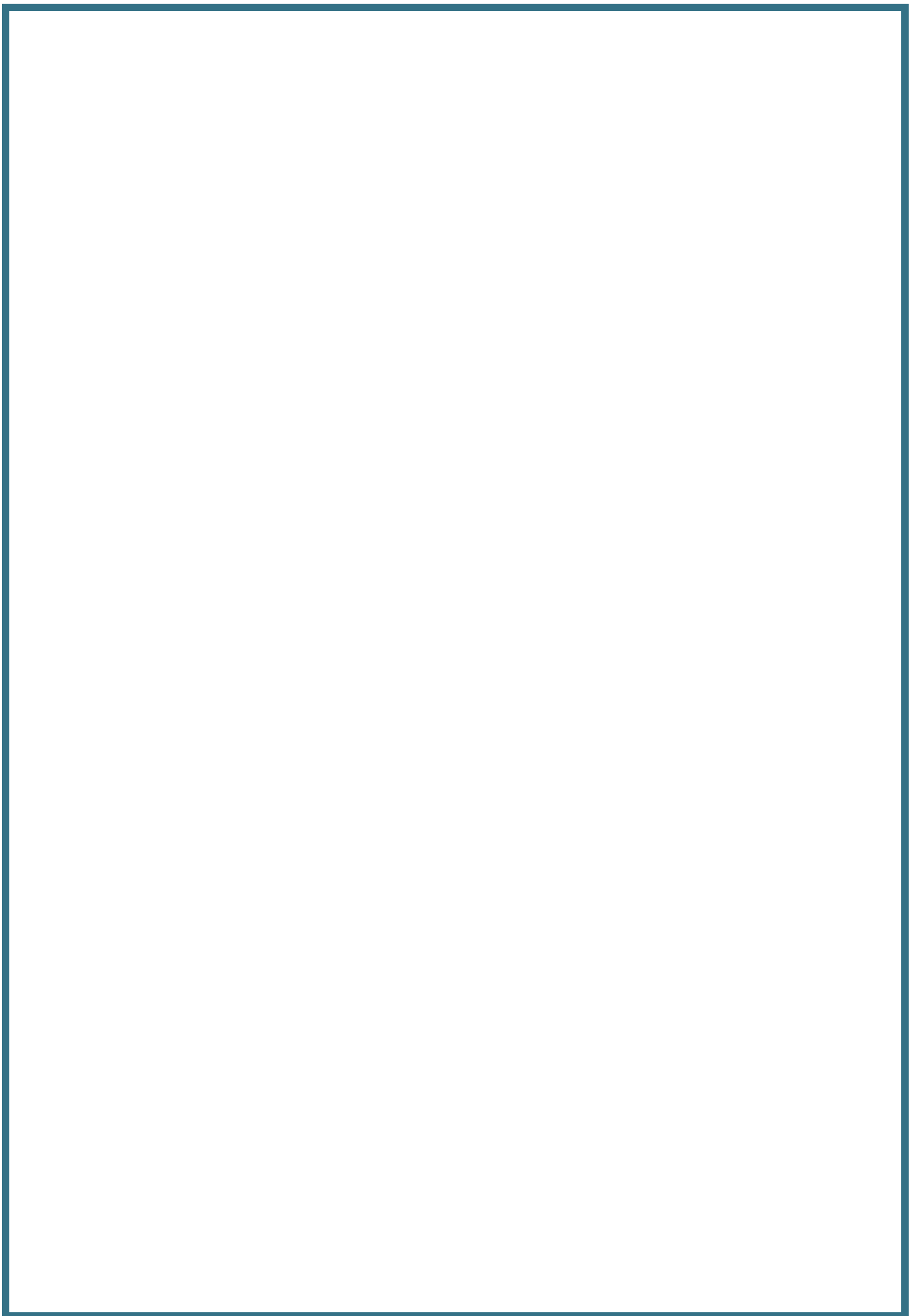


Springfield Junior School

Accessibility Policy

Based on a Model Policy by The School Bus (last updated by The School Bus 24th May 2019)

NB. This policy has replaced the previous policy (Issue 1) which was due for review in May 2020. It will be taken to the Local Governing Board on 31st March 2020 for approval.



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Statement of intent

Springfield Junior School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

1. Legal framework

1.1. This policy has due regard to legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

1.3. This policy will be used in conjunction with the following school policies and procedures:

- [Equality and Diversity Policy](#)
- [Equality Information and Objectives Policy](#)
- [Special Educational Needs and Disabilities \(SEND\) Policy](#)
- [Equal Opportunities and Dignity at Work Policy](#)
- [Admissions Policy](#)
- [Behavioural Policy](#)
- [Supporting Pupils with Medical Conditions Policy](#)
- [Administering Medication Policy](#)
- [Anti-Bullying Policy](#)
- [Curriculum Policy](#)

- [Health and Safety Policy](#)
- [Academy Improvement Plan](#)
- [Data Protection Policy](#)

2. Definition

- 2.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.
- 2.2. The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

3. Roles and responsibilities

- 3.1. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- 3.2. The [headteacher](#), in conjunction with the [governing board](#) or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility.
- 3.3. The [governing board](#), or a select committee, will be responsible for monitoring the Accessibility Plan.
- 3.4. The full [governing board](#) will approve the Accessibility Plan before it is implemented.
- 3.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.
- 3.6. The [headteacher](#) will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.
- 3.7. During a new pupil's induction, the [headteacher](#) will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.
- 3.8. The [headteacher](#) is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- 3.9. The [headteacher](#), [governing board](#) and [SLT](#) will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.
- 3.10. The SENCO will work closely with the [headteacher](#) and [governing board](#) to ensure that pupils with SEND are appropriately supported.

- 3.11. All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010.
- 3.12. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

4. Accessibility Plan

- 4.1. The Accessibility Plan will be structured to complement and support the school's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.
- 4.2. The Accessibility Plan will be presented as a freestanding document.
- 4.3. The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.
- 4.4. The plan has the following key aims:
 - To increase the extent to which pupils with disabilities can participate in the curriculum
 - To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
 - To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.
- 4.5. The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in January 2023.
- 4.6. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.
- 4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
- 4.8. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.
- 4.9. Both the Accessibility Policy and Accessibility Plan will be published on the school website.
- 4.10. The school will collaborate with QEGSMAT and, when applicable, with the LA in order to effectively develop and implement the plan.
- 4.11. An access audit will be undertaken by the governing board and SENCO every year.

- 4.12. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.
- 4.13. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.
- 4.14. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.
- 4.15. The LA will provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

5. Equal opportunities

- 5.1. The school strives to ensure that all existing and potential pupils are given the same opportunities.
- 5.2. The school is committed to developing a culture of inclusion, support and awareness.
- 5.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
- 5.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- 5.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.
- 5.6. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

6. Admissions

- 6.1. The school will act in accordance with the [Admissions Policy](#).
- 6.2. The school will apply the same entry criteria to all pupils and potential pupils.
- 6.3. The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- 6.4. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.
- 6.5. Information will be obtained on future pupils in order to facilitate advanced planning.

- 6.6. Prospective parents of statemented pupils (pupils with EHCPs), and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

7. Curriculum

- 7.1. The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 7.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- 7.3. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.
- 7.4. The **class teacher** and the SENCO will work together to adapt a pupil's Individual Education Plan (IEP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.
- 7.5. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- 7.6. Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.
- 7.7. The **class teacher**, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.
- 7.8. There are established procedures for the identification and support of pupils with SEND in place at the school.
- 7.9. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. individual pupil profiles which are kept in class teacher SEND files.
- 7.10. Specialist resources are available for pupils with visual impairments, such as large print reading books.
- 7.11. Teaching assistants are deployed to implement specific literacy, numeracy and speech programmes along with physiotherapy for individuals as required.
- 7.12. The school will support pupils with SEND by making any reasonable adjustments necessary during end of key stage exams, e.g. ordering exam papers in a larger font, using a scribe.

8. Physical environment

- 8.1. The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.
- 8.2. There are no parts of the school to which pupils with disabilities have limited or no access to.
- 8.3. The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- 8.4. There are provisions for nappy changing.
- 8.5. Where entrances to the school are not flat, a ramp is supplied for access.
- 8.6. Wide doors are fitted throughout the school to allow for wheelchair access.
- 8.7. The corridor flooring and lighting is designed/ modified to support those who are visually impaired.

9. Monitoring and review

- 9.1. This policy will be reviewed on an **annual** basis or when new legislation or guidance concerning equality and disability is published.
- 9.2. The **governing board** and **headteacher** will review the policy in collaboration with the **SENCO**.
- 9.3. **Equality impact assessments** will be undertaken as and when school policies are reviewed.

Appendix A – Accessibility Plan Template

Planning duty 1: Curriculum

Governing boards must undertake 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 should then be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents. A grid, like the one below, should be completed for the curriculum, physical environment and information provision.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Staff members need to check whether the curriculum is accessible to all pupils	Audit of curriculum	Headteacher/ teachers/SENCO	Spring 2020	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2020
	Some staff members need additional skills to support pupils with SEND	CPD provided to staff members Training for staff on differentiating the curriculum	Headteacher/ external advisors (EP, BSS) /SENCO	Spring 2020	Staff members have the skills to support children with SEND	Summer 2020
Medium term	Meeting the needs of pupils with SEMH and behavioural issues on school trips	Needs of pupils with SEND incorporated into planning process Access training support and advice through Evolve, BSS or EP	Teachers/SENCO/ EVC co-ordinator	Autumn 2020	Planning of school trips takes into account pupils with significant emotional and behavioural needs	Spring 2021
Long term	Individual pupils with SEND cannot access all lessons	Provide tablets and other adjustments to pupils with SEND	Headteacher/ICT manager/SENCO	Autumn 2021	Pupils with SEND can access lessons	Summer 2022

Planning duty 2: Physical environment

Governing boards should undertake 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 should then be 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.

	Issue	What	Who	When	Outcome	Review
Short term	School leaders are aware of egress points within the main school building which need adapting to ensure the school's physical environment is fully accessible to wheelchair users in the event of an emergency evacuation.	Audit of physical environment	Headteacher, caretakers and surveyors from DCC	Spring 2020	School is aware of accessibility barriers to its physical environment and will make a plan to address them. Personal egress plan to be written for the individual pupil in the interim.	Summer 2020 February 2020
Medium term	Improve/ adjust the learning environment of pupils with visual impairment to ensure full access to the curriculum	Window blinds in new classroom Update painted edge markings on steps and kerbs	Caretakers	Summer 2020	Learning environment is accessible to pupils with visual impairments when they move to their new class setting	September 2020
	Bumpy and unsafe paths between buildings	Repair and maintain cracked paths in the internal part of the school	Caretakers Advice from QEGSMAT Estates Manager	Summer 2020	All areas of the school site are fully safe and accessible	Autumn 2020
Long term	Children using a wheelchair cannot access the outdoor classroom/bandstand shelter on the school field Access to the Wildlife Area is limited	Construction work undertaken to create a ramp on the side of the shelter and to	Caretakers Local building firm/ pathway specialist	Spring 2021	School grounds and outdoor environment are fully accessible	Summer 2021

		create a path within the Wildlife Area				
Long Term	Poor acoustics in hall for those with hearing impairment	Install a hearing loop (Sound field system – PC Werth)	Headteacher Estates Manager SENCO	Autumn 2021	Individuals with hearing impairment and hearing aids can full access school events held in the hall	Spring 2022

Planning duty 3: Information

Governing boards should undertake 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 should then be 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.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Management staff do not know whether school information is accessible or not	Audit of information delivery procedures	SENCO/HT/ Inclusion Mentor	Spring 2020	School is aware of accessibility gaps to its information delivery procedures	Summer 2020
	School needs support in ensuring written information is fully accessible	School seeks advice from external advisors and agencies such as MAT/ EHA Investigate speak recognition software, apps to support individuals etc	SENCO/ Inclusion Mentor	Spring 2020	School is aware of local services for converting written information into alternative formats School website has links for speak recognition	Summer 2020
Medium term	Written information is not always accessible to pupils with specific learning difficulties or behavioural/ emotional needs	Provide written information in alternative formats Incorporate appropriate coloured overlays/ paper into everyday practice	SENCO/ Inclusion Mentor	Autumn 2020	Written information is fully accessible to children with SpLD and SEMH	Spring 2021
Long term	School signage does not fully support pupils with SEND	Audit of signage around school Use Widget to develop visual labels to accompany wording in every class Purchase signage for toilets, hall etc	SENCo/ Inclusion Mentor/ HT/ Caretakers	Summer 2021	School site is fully accessible	Autumn 2021