



“Together We Achieve”

Annfield Plain Junior School

ACCESSIBILITY PLAN 2021-2024

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Issued by Headteacher & Chair of Governors
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Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of Annfield Plain Junior School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA): 'A person has a disability 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 carry out normal day to day activities.'

At Annfield Plain Junior School we aim to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a protected characteristic and persons who do not share it.

With this in mind this Accessibility Plan has been drawn up in consultation with stake holders and covers the period from September 2021 - September 2024.

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors, regardless of their age, 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.

The Accessibility Plan will contain relevant actions to:

- Improve awareness of Equality and Inclusion;
- 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

The purpose and direction of the school's plan:

At Annfield Plain Junior School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs.

We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

We aim 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 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 aids and equipment which may assist these pupils in accessing the curriculum.

Annfield Plain Junior School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

This means that equality of opportunity must be a reality for our children:

- girls and boys
- minority ethnic and faith groups
- children who need support to learn English as an additional language
- children with special educational needs
- gifted and talented children
- children who are vulnerable

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

We aim 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.

Attached is an Action Plan relating to these key aspects of accessibility.

This plan will be reviewed and adjusted on an annual basis, a new plan will be drawn up every three years.

We acknowledge that there is a need for ongoing raising of awareness and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans.

Annfield Plain Junior School Accessibility Plan 2021-2024

	Action	Responsibility/ Resources Needed	Timescale	Success criteria
Accessibility Plan and Equality statement to be reviewed annually.	To be on agenda of <i>Governors</i> meeting and school council meeting.	HT, <i>Governors</i>	Annually	Legislation adhered to.
Liaise with staff, parents and parents of children with disability and ensure their needs are being met.	Communication with relevant parties to identify and address needs. Risk Assessments to be completed where necessary.	HT, SENCO	Annually	Pupils/staff needs met.
Assessing the impact of this policy and practices by seeking the views of disabled staff, children, parents.	Impact of accessibility to be considered continually and annually when policy reviewed.	HT, SENCO	Ongoing / Annually	School accessible to all.
Ensure children with disabilities have access to ICT facilities.	Liaise with IT Technician and LA when necessary. Work with visual impairment team to adjust ICT equipment for pupils with visual impairment.	HT, SENCO, Class Teacher, IT Technician	Ongoing/Annually	Children have facilities to produce written work.
Ensure school visits are made accessible for all children, irrespective of disability.	Ensure accessibility is considered in all stages of planning.	HT, Class teacher	Ongoing	All children able to attend all visits.
Make information available to parents in alternative formats when required (braille, large print, interpreter)	Offer alternative formats to parents, School to use services available through the LA.	HT, SENCO	Ongoing	All parents have access to information.
Ensure all disabled children and staff can be evacuated safely.	Personal Emergency Evacuation Plans to be in place for all staff and children with difficulties.	HT, SENCO	As required	Disabled children and staff are evacuated safely.

Continually improve access of the physical environment for all. Currently there are steps into both buildings on all accesses, school has a mobile ramp for access. There are disabled toilets in upper school.	Accessibility audit of school building and grounds to be reported to Governors. Occupational Therapy to be involved when necessary.	HT, SENCO	Annually/ongoing	The building and grounds are as accessible as possible.
To ensure any recently built and future new build projects are physically accessible to all.	Health and Safety Officer appointed will ensure compliance with building regulations' accessibility.	As required	Inspected during accessibility audit for new building projects. Reviewed as new projects are planned.	To ensure any recently built and future new build projects are physically accessible to all.
Staff to be aware of access requirements for disabled children when accessing the curriculum, including PE lessons and tests.	EHCP and support plans to be shared with staff and multi-agency workers. Appropriate tests ordered in-line with legislation.	HT, SENCO, Class Teacher	Ongoing	All staff have a full understanding of the child's needs.
Classrooms are organised and resourced to promote participation and independence where possible.	Continually review the needs of children with disabilities in consultation with appropriate agencies.	HT, SENCO, Class Teacher	Ongoing	Classrooms provide optimum access for pupils.
Ensure children with medical conditions have access to medication in a safe and controlled environment.	Appropriate staff to receive training in administering medicines etc for children with medical conditions.	SENCO, Class Teacher, Support staff	Ongoing / reviewed annually	Medications administered safely.