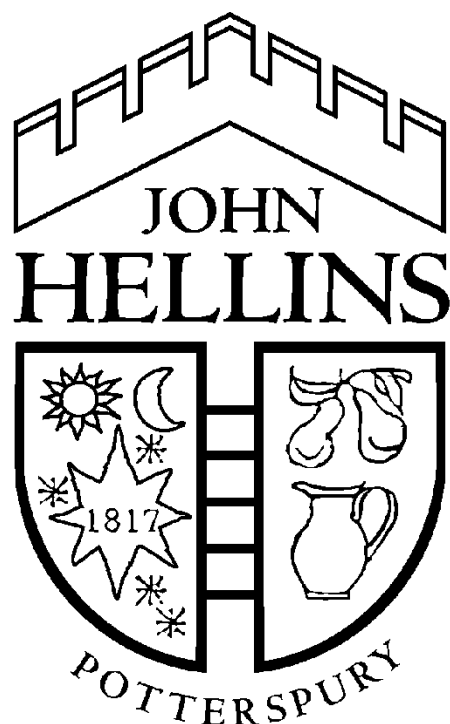


John Hellins Primary School



Accessibility Policy

Policy Written: June 2024

Approved by Staff June 2024

Approved by Governors June 2024

Review Date June 2027

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of this plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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 plan is 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.

The school supports any available partnerships to develop and implement the plan.

If you have any concerns relating to accessibility in school, please follow the school complaints procedure.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The Act does not set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable. It is for schools to consider the reasonableness of adjustments based on the circumstances of each case. However, factors a school may consider when assessing the reasonableness of an adjustment may include the financial or other resources required for the adjustment, its effectiveness, its effect on other pupils, health and safety requirements, and whether aids have been made available through the Special Educational Needs route.

Links with other Policies

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

- Risk assessments
- Health and Safety Policy
- SEND and Health Needs Policy
- Individual Health Care Plans

Admissions

All admissions are managed by the Local Authority and we put plans in place to meet the needs of disabled pupils as required.

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 TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum e.g. visual timetables wobble cushions, ipads Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to make sure it meets the needs of all pupils 	Provide positive role models for all pupils of people with disabilities	<p>Ensure the school's resources provide a wide range of characters, including those with disabilities (e.g. library books containing disabled children)</p> <p>Develop and embed the use of our Diversity and Culture texts and discussion in each year group</p> <p>Use Edukey to plan and ensure progress is being made through the use of One Page Profiles.</p> <p>Hold pupil progress meetings to interrogate individual pupil progress</p>	English Lead Headteacher SENDCo	<p>Pupils will be able to talk of positive examples of disabled people in fiction and real-life</p> <p>Pupils with disabilities will report high levels of confidence and selfesteem</p> <p>High levels of involvement and wellbeing for pupils with disabilities</p>

	<ul style="list-style-type: none"> Using STEPPS learning strategies, ensuring all children can access lessons 	<p>Continue to ensure all staff have the skills and knowledge to meet the needs of pupils with disabilities</p> <p>Continue to make all educational trips and visits accessible to all</p> <p>Continue to ensure PE curriculum is accessible to all</p>	<p>Provide CPD time for all staff to access internal and external training</p> <p>Access specific external training for staff where appropriate.</p> <p>Maximize use of local agencies to support staff and children, e.g.: Educational Psychologist Service Occupational Therapy Service</p> <p>Ensure all staff aware of how to make school trips and visits accessible for all children, including those with disabilities, and that venues are vetted for appropriateness</p> <p>Stay informed on accessible PE and disability sports.</p> <p>Continue to engage with SEND sports events and attend.</p>		<p>Pupils with disabilities will make expected progress in line with their personalised plans</p>
AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> Ramps Corridor width Disabled toilets and changing facilities Library shelves at wheelchair accessible height Flexible seating systems and removal of furniture if required <p>Awareness of staff, governor and parent access needs as required.</p> <p>Consideration of access needs during recruitment process</p>	<p>Continue to monitor accessibility and make further changes as and when required</p>	<p>Complete surveys and audits to ensure individual needs are met as well as developing an inclusive ethos for future works</p>	<p>Headteacher</p>	<p>Pupils with disabilities have full access to all parts of the school and feel welcome</p> <p>All staff, governors and parents feel confident that their needs are met and have full access to all school activities.</p> <p>Access issues do not influence recruitment or retention</p>

	<p>Consideration of needs of pupils, parents, staff and governors when considering any building development or redesign.</p> <p>Consideration of pupils with disabilities in the case of fire evacuation</p>	<p>Staff aware of plan for children with disabilities to safely evacuate</p>			<p>School buildings are useable by all</p> <p>All pupils are safe in the event of a fire</p>
AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TAKEN	PERSON RESPONSIBLE	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Where required, our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille (if required) • Pictorial or symbolic representations • Sign language <p>School office support and help parents to access information and complete school forms where required,</p>	<p>Continue to ensure parents of pupils with disabilities are fully informed about their child's needs, welfare and progress</p>	<p>Regular Personalised plan reviews with parents and staff</p> <p>Open-door policy for parents wanting to meet with staff</p> <p>Annual review of plans with parents</p> <p>Signpost external information/agencies</p>	<p>Class Teachers overseen by Inclusion Manager</p> <p>SENDCo</p> <p>Headteacher</p>	<p>Parents will feel fully informed about their children</p> <p>Parents and staff will work together to agree next steps at home and school</p> <p>Parents can access all necessary information and complete all required forms</p>

Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Inclusion Manager and approved by the governing body of Woodlands Primary.