



ALMOND HILL JUNIOR SCHOOL  
GOVERNING BODY

ACCESSIBILITY PLAN

Full Governing Body	17 <sup>th</sup> September 2020
Committee Meeting	
Date for Review	September 2023

## **Introduction**

Under the Equality Act 2010 schools are required 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

The Governing Body has a duty towards disabled pupils:

- Not to treat disabled pupils less favorably
- Make reasonable adjustment for pupils with disabilities to alleviate any substantial disadvantage in comparison with non-disabled pupils
- Plan to enable access to the curriculum for disabled pupils.

At Almond Hill we are committed to training staff and committed to the understanding of the need for equity achieve appropriate learning experiences and provision.

## **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.

### Accessibility Plan

School Priorities	Action	Success criteria	Person Responsible	Timescale
All Increase access to the curriculum for pupils with a disability	Mtngs with parents/feeder school on entry to gain information.	Staff well informed. Partnership with parent established on entry	SENCO SLT/Class teachers	Ongoing
	Work closely with outside professional working with the child.	Staff are supported to adapt the curriculum by professionals with specific expertise. All pupils make progress.	SENCO All relevant staff	Ongoing
	Provide specific training for staff working with pupil and CPD for wider staff to raise awareness to disability/SEND needs.	Staff are confident to make adaptations to deliver adapted curriculum	SENCO Class teachers Support team	Ongoing
	Work with wider professionals to source and provide specific resources to enable participation in the curriculum	Resources support learning and aid independence.  All pupils make progress	Class teacher/support team	Ongoing
	Seek expertise of curriculum specialist e.g. Stevenage Sporting Futures to adapt curriculum to meet pupil needs. Individual risk assessments completed.  Work with wrap around care providers to ensure legislation is followed	All pupils access a broad curriculum. Targets set are appropriate. Progress for all groups of pupils is tracked.  Pupils with SEND make progress.  Children have access to wider school activities.	SENCO Class teachers  HT/SENCO SEN governor  HT/DSP/Governors	As needed  July 20
	Adapt timetable and teaching approach.	Children follow adapted curriculum that offers bespoke aspects to meet individual needs	SENCO All staff	Ongoing
	Review provision for access to remote learning. Establish methods of remote communications are safe. Individual adaptations are made.	Children have access to remote learning or adapted materials. Safeguarding is effective.	HT/Governors/SENCO Class teacher Parent/carer	Autumn 20

Improve and maintain access to the physical environment.	<p>Ensure all areas of the school environment are safely accessible to all pupils.</p> <p>Complete annual maintenance checks, termly governor H&amp;S audit and monthly premises checks.</p> <p>Annual check of high vis markers for visually impaired</p>	<p>The school accessible to disabled pupils and adults.</p> <p>Specialist systems e.g. lift in Acorn House are in safe, working order.</p>	<p>HT/School Business Manager/Nominated governor</p> <p>Caretaker</p> <p>SENCO</p>	<p>Ongoing</p> <p>Autumn 1</p>
	<p>Provide disabled parking spaces in main car park and monitor access</p>	<p>Pupils/adults with disability have dedicated parking space close the main entrance.</p>	<p>HT/School Business Manager/Caretaker</p>	<p>Ongoing</p>
	<p>Provide for safe evacuation of all pupils.</p> <p>Personal Emergency Evacuation Plan (PEEPs) completed as necessary and circulated to staff.</p> <p>Risk Reduction Plans/ Individual Risk Assessment completed as necessary and circulated.</p>	<p>Pupils can evacuate the building safely.</p> <p>Individual needs are known and understood. Children's needs are met.</p>	<p>HT/Caretaker</p> <p>All staff</p>	<p>Ongoing</p> <p>Half termly fire practice.</p> <p>As necessary</p>
	<p>Maintain 'small garden' areas to support 1:1, small group provision.</p> <p>Install external door to Cedar Room and develop resources for sensory room</p>	<p>Individual needs are met</p> <p>The school has a designated sensory area</p>	<p>SENCO/STEPs tutors/ all staff</p> <p>HT/SENCO/School Business Manager/SEN governor</p>	<p>As necessary</p> <p>Spring/Summer 21</p>

Improve the delivery of information to pupils with a disability and parents of pupils with a disability	Provide accurate, current information on the website. Half termly leadership check of website.	Information is readily accessible on the school website. The website is compliant with statutory requirements.	HT/School Business Manager, governors	Half term checks  Annual parent survey
	Individualised contact for parent events e.g. Parent Evening, Information meetings  Organise opportunity for 'remote' Microsoft Office teams meetings	Parents have information about their child's progress.  There is more flexibility in timing of meetings. Need for childcare to attend meetings may be reduced.	Senior leaders/SENCO  HT/SENCO/class teachers	Ongoing  From September 20
	Organise termly 'Open Lesson' for parents	Parents gain first-hand experience of their child's learning	Class teachers/support staff	Ongoing

### Monitoring

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

### Links with other policies

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

- Health and safety policy
- Equality Policy
- Special Educational Needs (SEN) information report
- Supporting pupils with medical conditions policy