



ALMOND HILL JUNIOR SCHOOL
GOVERNING BODY

ACCESSIBILITY PLAN

FULL GOVERNING BODY	February 2023
DATE FOR REVIEW	February 2025

ALMOND HILL JUNIOR SCHOOL

The aim of this plan is to develop facilities and practice to provide access to education and educational achievement by disabled pupils to ensure equality of opportunity.

The definition of disability is a broad one. The Disability Discrimination Act 2005 defines a disabled person as someone who has a physical or mental impairment which has substantial or long term adverse effects on his or her ability to carry out normal day to day activities.

‘A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse affect on his or her ability to carry out normal day-to-day activities’ (Disability Discrimination Act 1995).

In drawing up the plan consideration has been given to the needs of current and prospective disabled pupils, arrangements for adults using the building, the employment of staff, the letting of school property, the publication of information about arrangements for disabled pupils and the accessibility of published information for parents.

It is recognised that the school will introduce reasonable measures over a planned period. Where arrangements involve expensive capital development or other significant costs, the school will liaise with the LEA regarding possible funding.

It is expected that schools will consider means of improving accessibility within their normal programmes of refurbishment and redecoration and within any planned programme of premises improvement and policy review. The LEA will consider information from schools suitability surveys in deciding where funding will be allocated, and they would be responsible for funding more expensive capital projects.

The school has undertaken a review of current provision and outlined plans for a three- year period.

Identification of Barriers to Access

How the school delivers the curriculum	Current Position	Short term targets 2022/23	Medium Term Targets 2023/24	Long Term Targets 2024/25
Necessary training is provided for teachers and teaching assistants to teach and support disabled pupils	The disability survey has been published to families and children and parents with disability identified	Admission needs for coming year addressed and any relevant training provided Training to meet medical needs of pupil with diabetes and epilepsy. Repeat disability survey.	Disability survey informs future provision at point of entry into school. Needs are considered and appropriate action and training	Disability survey informs future provision at point of entry into school. Needs are considered and appropriate action and training
Classrooms are optimally organised for disabled pupils	Ramp access in place to access central cloakrooms, main entrance, hall fire escape and classrooms in both Acorn and Oak House. Network facilities in classrooms/hall. Children with moderate	Staff consider the arrangement of room space to improve access to their physical environment/ consideration of preferred learning	Admission needs for coming year addressed Planning a ramp for between the 2 playgrounds	

	hearing/visual impairment seated appropriately Disabled cloakroom available in Oak House and Acorn House.	styles.		
Lessons provide opportunities or all children to achieve	All lessons differentiated. Induction procedures include equal opportunities and policies. Personalised learning plans in place. Additional staff deployed to support all children. Extension opportunities provided for high attaining pupils. Adaptations made for individual needs e.g. VI and HI. Use of sound field system in Acorn House.	Induction procedures for new staff and governors. All staff issued with guidelines/policy on strategies to support accessibility and equal opportunities for all learners Close liaison with outreach teachers and support agencies and partnership schools Consultation with stakeholders informs curriculum provision and resource needs	Consultation with stakeholders informs curriculum provision and resource needs. Adaptations are made in light of response	Consultation with stakeholders informs curriculum provision and resource needs. Adaptations are made in light of response
How the school delivers the curriculum	Current Position	Short term targets 2022/23	Medium Term Targets 2023/24	Long Term Targets 2024/25
Lessons respond to pupil diversity	Rigorous assessment monitors individual pupil progress and specific groups. Provision maps to outline adaptations. British Values policy in place and promoted Opportunities to learn about different faiths and cultures through RE/IPC curriculum. Modern Language curriculum in place Pupil's views considered through School Council/questionnaires etc. Strong links with main feeder and local schools to share information and good practices. Diversity working party.	Review of current curriculum	Implement and monitor revised curriculum. Equality review to audit practice and plan for the future.	Implement and monitor revised curriculum
Children have opportunities to work in a variety of groupings in lessons	Across the key stage there are opportunities for children to work individually, in paired groups, in small groups in mixed and ability groups and as a whole class.	Continue to extend links with LINS and other local schools – especially secondary.	Continue to extend links with LINS and other local schools – especially secondary.	Continue to extend links with LINS and other local schools – especially secondary.
Opportunities for	Music lessons available. School choir performs to	Review of current curriculum.	Implement and monitor revised	

music/drama/physical activities	local community groups and taking part in Herts Music concerts and Rocksteady. Wide range of extended school provision. Opportunity to perform in school productions, and concerts. Member of Stevenage Sporting Futures.	Topic based approach to broaden drama/music opportunities	curriculum	
Additional teaching time allowed for disabled children to use equipment in practical work. Access for children with physical disabilities to exercise	Differentiated/moderated activities provided for children with IEPs/RRP/ADPRs. Close liaison with outreach teachers to plan programmes. Appropriate applications made for SATs adaptations STEPS approach to support SEMI needs. Nuture PE intervention.	Deployment of additional support and resources considered in light of needs of each year group	Deployment of additional support and resources considered in light of needs of each year group	Deployment of additional support and resources considered in light of needs of each year group
How the school delivers the curriculum	Current Position	Short term targets 2022/23	Medium Term Targets 2023/24	Long Term Targets 2024/25
How accessible are school trips. visits to children with disabilities	Currently residential trips arranged in year 6. Consultation with parents as necessary. Accessibility considered at point of booking e.g. additional staffing to support medical needs and one day visit alternatives. Consultation with parents made. Local trips currently arranged are accessible to all children	Review provision of residential and day trips according to admission requirements. Full programme of work provided for children not taking part in residential trips which mirrors wherever possible activities those taking part will experience	Review provision of residential and day trips according to admission requirements	Review provision of residential and day trips according to admission requirements
Expectations for all children are high	Half termly review meetings (RAP) to monitor progress of children with IEPs/disadvantaged pupils/CLA/EAL monitored. Provision mapping in place. Pupils are involved in reviewing their targets. Equality Policy in place and explicit in all policy. Twice yearly pupil progress meetings. Termly SEND meetings.	Review data collection points.	Regularly review all relevant policies	Regularly review all relevant policies
Do all staff seek to remove barriers to	Good communication systems established	Regular programme of linked governor	Consider move to cloud base	

learning and participation School electronic calendar.	ensuring prompt dissemination of information. Wide range of stakeholder consultation to inform SSE Weekly communication letter and staff meeting for all staff. Supplementary group meeting – e.g. SLT and admin. Teacher and SENCO meeting. Weekly TA meeting. Class teacher developing use of One Note to overcome barriers. Moved to Cloud	visits. Regular review of all policies and procedures	and streamline calendar	
How well does the design of the school meet the needs of all pupils	Current Position	Short term targets 2022/23	Medium Term Targets 2023/24	Long Term Targets 2024/25
Does the size and layout of the school allow access for all pupils	Current facilities meet the needs of pupils attending. There is external access to all areas of the school building, Oak, and Acorn house connected by covered walkway. Drop off facility with parking slots. Lift access to upper storey in Acorn house. Disabled access.			
Access to facilities	Disabled cloakroom facility in place in both buildings. The school does not have shower/changing facilities for children with medical needs or for disabled children, other than the staff facilities, which are extremely limited. Dining room space is limited. Computing room enables access for all learners.	Year 3 eat later. Timetable for hall use in expanding school for assembly/PE.	Review	Review
External access	External access by adults and children enables movement across the site. Car parking for staff adequate and drop off for parents.	Monitor drop off in expanding school.	Monitor all drop off/collection as school reaches capacity.	Monitor all drop off/collection as school reaches capacity.
Emergency evacuation procedures	Evacuation system in place Fire risk assessment in place Contingency plan in place Emergency plan in place Evac chair installed.	Ensure all new staff aware of evacuation procedures	Ensure all new staff aware of evacuation procedures	Ensure all new staff aware of evacuation procedures
	External lighting adequate.	External lighting	External lighting	External lighting

Lighting		adequate	adequate.	adequate.
Acoustics	Acoustic problems in dining room. Staff sit children with hearing impairments to front of class			
How are materials delivered	Current Position	Short term targets 2022/23	Medium Term Targets 2023/24	Long Term Targets 2024/25
Meeting statutory requirements 2019 Health and Safety	Termly audit by governors/ H&S Policy review annually Safeguarding policies and procedures in place – induction procedures in place. Annual training for children with medical needs/care plans All staff meetings and governor meetings include safeguarding as agenda. Ofsted 21 safeguarding effective. Autumn 22 CSV HfL safeguarding effective.	Update Asbestos training as necessary. DSP update training First Aid/Paediatric First Aid CPD for admin staff Prevent training and child exploitation Update statutory safeguarding as requirements	Update Asbestos training as necessary. Update CP training (June 2025)– 3 year Emergency Aid CPD all staff Annual safeguarding audit. PREVENT training and child exploitation and GDPR training Update statutory safeguarding as requirements	Update Asbestos training as necessary. Update First Aid training PREVENT training and child exploitation Update statutory safeguarding as requirements GDPR training
Is information appropriately adapted	Language translation facility added to website. Information sent to all parents on request e.g. where parent is not living at child's home e.g. newsletter, annual report Schoolcomms	Consider admission/staffing needs e.g. need for Braille, large print, symbols, and provision of information in different languages.	Regular review	Regular review
How is information presented	IAW, reading aloud, coloured photocopies, use of visual pictorial clues Weekly Newsletter/ Schoolcomms to parents – school Various information booklets for parents School website Facebook Seesaw			
Use of ICT	Cross-curricular use in all classes.	Rolling programme update smartboards		

	Teachers use ICT for planning and assessment Computing room and iPads in classrooms. Cloud based Seesaw for updating parents.	and desktops, iPads and laptops.		
Staff training	CPD linked to SIP and appraisal Full programme of governor SSE and training	CPD linked to SIP and appraisal Full programme of governor SSE and training	CPD linked to SIP and appraisal Full programme of governor SSE and training	CPD linked to SIP and appraisal Full programme of governor SSE and training