ALMOND HILL JUNIOR SCHOOL

GOVERNING BODY

ACCESSIBILITY PLAN

FULL GOVERNING BODY	July 2025
DATE FOR REVIEW	July 2026

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. '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' (Equality Act 2010). The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all types of discrimination that are lawful.

In drawing up the plan, consideration has been given to the needs of current and prospective disabled pupils.

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.

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

Almond Hill Junior School considers it duties under the Act under the following broad headings:

- Curriculum delivery
- Participation in the environment
- Physical access to facilities and service
- Availability of information

Identification of Barriers to Access

Curriculum Delivery				
How the school delivers the curriculum	**Current Position**	**Short term targets 2025/26**	**Medium Term Targets 2026/27**	**Long Term Targets 2027/28**
Necessary training is provided for teachers and teaching assistants to teach and support disabled pupils.	The disability survey has been reestablished for current parents and pupils. There was very little uptake. Survey offered to new Year 3 intake.	Admission needs for coming year addressed and any relevant training provided Training to meet medical needs of pupil with diabetes, epilepsy, asthma and anaphylaxis. Offer disability survey to all new	Disability survey informs future provision at point of entry into school. Needs are considered and appropriate action and training	Results from survey increasingly positive over time.

		intake and in year admissions and promote completion. Restart disability survey.		
Lessons provide opportunities for all children to achieve.	All lessons differentiated. Induction procedures include equal opportunities and policies. Additional staff deployed to support all children. Where finance allows, extension opportunities provided for high attaining pupils. Adaptations made for individual needs e.g. VI and HI. Availability of sound field system in Acorn House. Induction procedures for new staff and governors. Use of visual timetables across the school. SEND friendly classrooms and environment. Dyslexia friendly strategies in use across the school and curriculum. Bespoke interventions for children with SEND. Children with Autism have pen portraits that highlight their	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 planning and resource needs. Adaptations are made in light of response.

| | strengths and interests and identifies and promotes their particular skills.

Adult support is available during times that individual children may need support.

TA deployment across the school reviewed as needed to enable pupils to be appropriately supported.

Some children have a calm corner that allow children a safe space that also reduces the sensory demands of the classrooms. They may also have a tent, access to small garden room, sensory breaks in a separate room or the Friendship Room at lunchtimes. | | | |
|---|---|---|---|---|
| Ensure children's learning is appropriately differentiated | Teaching and learning to take account of different learning styles and needs.

Monitoring of teaching and learning.

Work sampling.

Pupil progress meetings. SEN support meetings between SENCo, class teachers and teaching assistants.

CPD / induction | Learning needs of all children are met | | |

	Teaching and Learning policy Increase visibility in disabled role models e.g within reading, displays and visitors.			
Improving the participation of disabled children in school life	Collect data on the progress of disabled children and their involvement in extended schools provision and wider school participation. Raise staff awareness to ensure representation of pupils in all activities is varied.	There are equal opportunities for all children to be involved in all aspects of school life	There are equal opportunities for all children to be involved in all aspects of school life	Appropriate adjustments so pupils can access all aspects of wider school provision e.g swimming and school trips.
Lesson opportunities 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. Pupil's views considered through School Council/ questionnaires etc. Strong links with main feeder and local schools to share information and good practices. Increase positive role models – e.g Paralympian visits, Abilities in Me assemblies and books in place	Review of current curriculum. Equality review to audit practice and plan for the future.	Implement actions from audit.	Monitor actions.

	in school library. Diversity, Mental Health and Wellbeing Lead.			
Additional teaching time allowed for disabled children to use equipment in practical work. Access for children with physical disabilities to exercise. To further promote inclusion with the PE curriculum by developing more extra-curricular, especially competitive events. To increase inclusion within PE through appropriate scaffolding and targeted support.	Differentiated/moderated activities provided for children with IEPs/TPs/ADPRs. Close liaison with outreach teachers to plan programmes. Appropriate applications made for SATs adaptations. Therapeutic Thinking approach to support SEMH needs. Nurture PE intervention. TA time to be allocated to PE lessons based on needs within cohorts. Clubs developed to promote and ensure engagement of all. Children with SEND will be actively targeted to join extra-curricular opportunities. SEND pupils will be given opportunities to compete in sporting events.	Deployment of additional support and resources considered in light of needs of each year group. TA deployment is discussed termly. Staff will actively seek out competitive sporting opportunities for children. Sports coach employed by school to work to improve opportunities for all children.	Deployment of additional support and resources considered in light of needs of each year group. Apply successful practice to new cohorts.	Deployment of additional support and resources considered in light of needs of each year group. Plan for successful practice for new cohorts.
Training staff to support children from vulnerable groups manage their behaviour.	Training for Therapeutic Thinking is provided to all staff with regular updates and training throughout the year. Unconditional positive regard	Pupil, parental and staff voice will show an increase in confidence in managing difficult behaviours. Behaviour logs over time will		

	training given to all education staff.	show a decrease in catch-up time and reflection time in vulnerable groups. Rigorous planning will be in place using the anxiety mapping, Roots and Fruits and individual plans. Rebrief, restore and repair embedded.		
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. Current pupils needs are met e.g lifts to trips, teacher swimming with children. Higher staff ratios to allow pupils with SEN to participate in extra curricular opportunities including residential trips Refer to Stevenage Sporting Futures inclusion lead (Mary Szulikowski) to aid inclusion for children with disabilities.	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.	Provision mapping in place.

Pupils are involved in reviewing their SEND targets.

Equality Policy in place and explicit in all policy.

Twice yearly pupil progress meetings.

SEND meetings – five per year. | Review data collection points. | Regularly review all relevant policies | Regularly review all relevant policies |
| Do all staff seek to remove barriers to learning and participation? | Good communication systems established ensuring prompt dissemination of information.

Wide range of stakeholder consultation to inform SSE.

Weekly communication letter and staff meeting for all staff.

Supplementary group meetings – 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.

Improved communication and access to information. | Regular programme of linked governor. | Regular review of all policies and procedures. | Regular review of all policies and procedures. |
| Medical and Dietary | We have a number of children with asthma and staff are aware | Further improving food risk assessing to limit incident | | |

	of these children.	possibility even further.		
	We are an 'asthma friendly' accredited school.			
	Some children have allergies or food intolerances/cultural food choices and records are kept and shared to ensure their needs are met.			
	Food events are inclusive – parents are offered the choice to bring specific food in or alternatives provided by school.			
	All medical and dietary needs are shared with key stakeholders.			
	All children have bags to enable them to have their asthma inhalers on them at all times.			
	Training is given to all staff on EpiPens and asthma.			
	Providing extra resources and training. Including extra adults, to ensure full accessibility for those with specific medical needs e.g Epilepsy.			

Environment				
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	No direct access to dining room - need to go through 2 classrooms. On AMP for future	Audit and plan for future improvements.	Audit and plan for future improvements.

	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.	project.		
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. Children with moderate hearing/visual impairment seated appropriately. Accessible toilets available in Oak House and Acorn House. Designation of classrooms are carefully planned based on the needs of staff and pupils. Risk assessments reflect this. There is a ramp for access between the 2 playgrounds	Staff consider the arrangement of room space to improve access to their physical environment/ consideration of preferred learning styles. Classrooms for new academic year based on needs of pupils and staff.	Admission needs for coming year addressed Ramps into other areas of the school.	To develop sensory environment.
Access to facilities	Accessible toilet facility in place in both buildings. The school does not have shower/changing facilities for children with medical needs or for disabled children.	Year 3 eat later. Timetable for hall use in expanding school for assembly/PE.	Review impact of changes to physical environment.	Review

	Dining room space is limited. Computing room enables access for all learners.			
External access	External access by adults and children enables movement across the site. Car parking for staff adequate and drop off for parents. Parents are offered the use of the staff park where necessary for child or parent. External lighting adequate	Monitor drop off in expanding school. Regularly paint lines on edges of steps and areas where there is a change of surface with a yellow painted line.	Monitor all drop off/collection as school reaches capacity. Keep lines in good condition.	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. PEEPs in place where necessary. Training for use regarding specialist equipment – e.g evac chair.	Ensure all new staff aware of evacuation procedures	Ensure all new staff aware of evacuation procedures	Ensure all new staff aware of evacuation procedures
Acoustics	Acoustic problems in dining room. Staff sit children with hearing impairments to front of class			

Information				
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 and annual report. Introduction of Arbor for communication has improved communication for 'split families.'	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 Ensure access arrangements are in place for children re testing in school. Ensure children with SEND are supported during transition process.	• IAW, reading aloud, coloured photocopies, use of visual pictorial clues. • Weekly Newsletter/Arbor Communication. • Various information booklets for parents. • School website. • Facebook. • Seesaw. SATs access arrangements in place: 1:1 reader, scribe – all to suit the needs of the pupil. MTC access arrangements in place. 1:1 support from/to feeder school. Transition groups for vulnerable learners (internal and external).	Children to be able to access tests to the best of their ability. Ensure best practices for in school testing is continues. for next year group.	Evidence to support throughout the year is collated and evidenced.	Evidence to support throughout the year is collated and evidenced.
Use of ICT	Cross-curricular use in all classes.	.		

	Teachers use ICT for planning and assessment Computing room and tablets for use in classrooms. Cloud based. Seesaw for updating parents.			
Staff training	Comprehensive CPD programme relating to SEND. CPD linked to SIP and appraisal.	CPD linked to SIP and appraisal.	CPD linked to SIP and appraisal.	CPD linked to SIP and appraisal.
Empower parents to manage their child's challenging behaviour.	Therapeutic Thinking session delivered to parents. Coffee mornings/afternoon tea sessions offered for parents to give support on SEND and/or pastoral needs. Developed the role of Pastoral Lead and team to work with parents.	We will see clear evidence of progression through: • Pupil voice • Parental voice • Staff voice • Behaviour logs • Intervention logs • Clearly reviewed management plans in place • External pastoral team Regular training will be in staff meeting minutes. Positive feedback on parental feedback on information sessions.		