



ACCESSIBILITY PLAN

APPROVED BY GOVERNORS March 2022



Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

Alton Park Junior School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. They are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Alton Park Junior School has adopted this accessibility plan in line with the school's special educational needs policy with the aim to ensure that their school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school's last access audit which took place in September 2018. The Schools special educational needs policy outlines the provision that the school has in place to support pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Under the remit of the Equality Act 2010, provision should be made for all pupils with disabilities and ensure that they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively, to the full benefit of the pupil's development. All schools have a duty to audit access to buildings and facilities and develop an Accessibility strategy and plan covering a 3 year period. Through implementation of the Accessibility Plan schools should be aiming to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of the school increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school
- Improve the delivery to disabled pupils of information which is provided to pupils who are not disabled.

1. Curriculum access

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

The school curriculum is under constant review to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is the aim of the school to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils, including sharing progress reports, medical reports and teacher feedback



- providing regular training and learning opportunities for staff on SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made
- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of school life.

2. Sensory and physical needs

The school aims to provide the following adaptations to meet sensory and physical needs, where this is reasonable to do so:

- appropriate seating, acoustic conditioning and lighting
- adaptations to the physical environment of the school
- adaptations to school policies and procedures
- access to alternative or augmented forms of communication
- provision of tactile and kinaesthetic materials such as wobble cushions and sensory toys
- access to low vision aids
- access to specialist aids, equipment or furniture
- regular and frequent access to specialist support

3. Reasonable adjustments

The School will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

The building and grounds:

- audio-visual fire alarms
- assistance with guiding

Teaching and learning:

- a piece of equipment
- extra staff assistance
- an electronic or manual note-taking service
- readers for pupils with visual impairments

Methods of communication:

- a piece of equipment
- the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
- induction loop or infrared broadcast system
- videophones
- readers for pupils with visual impairments.

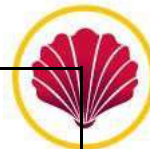
This accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school



Accessibility Plan for Alton Park Junior School

Action Plan 2021-24

Areas	Actions completed 2018-21	Recommendations to be implemented 2021-24	Review
Safeguarding	Keeping Children Safe in Education - Part 1 and required appendices issued to all staff at least annually		
Car parking and gate access	Regular reminders in newsletters to parents to refrain from using the car park Accessible parking space has been marked out next to reception	Plans are being made to completely renew the car park, addressing issues of pedestrian safe walkway across the car park and resurfacing. (by Autumn 24)	
Reception area	Entrance doors fully automated	Consider installation of induction loop (by Autumn 23)	
Signage		Incorporate tactile signage as items are replaced. Ensure classrooms are signed uniformly (by Summer 22)	
Corridors and classrooms	All corridors have one side that is clear of coat hooks, bookcases etc to allow for clear walkways	Continue to ensure that all cloakrooms and walkways are clear of obstructions and trip hazards, through regular reminders and staff checks (by January 2022)	
Acoustic environment	Ceilings in both halls fitted with suspended acoustic tiles which have dramatically improved the acoustics in both rooms	Consider hearing enhancement system for the main hall (by Autumn 24)	
Stairwells		Improve visual contrasts by marking the start and end of handrails and stairways with contrasting coloured tape / carpet tiles (by summer 22)	
Accessible toilet		Provide signage to show location of toilet. Install coat hook in accessible toilet cubicle. (Spring 22)	
Gender identity		<ul style="list-style-type: none"> Steps to follow, if required: Change name and gender marker (pronoun) on documents, school records, awards and certificates Review toilet and changing facilities 	



		<ul style="list-style-type: none"> • Disclosures: To whom, by whom, how and when? • Press Intrusion: Prepare generic equality statement to be issued if necessary. Alert office staff who respond to telephone calls • Arrange training for staff (Ongoing as required) 	
Means of escape	All fire extinguishers are wall mounted, clearly marked and checked annually	Prepare personal evacuation plans where required Train staff in manual handling, wheelchair handling and evacuation procedures (ongoing as required)	
Outdoor space		Plan to provide accessible parking in close proximity to the sports fields on an ad hoc basis. Ensure that visitors' needs are ascertained prior to such an event. Information in relation to visitors' special needs should be sought at the time invitations are made. (by Spring 22)	

SUMMARY

The main priorities in the school's plan
<p>Increasing the extent to which disabled pupils can participate in the school curriculum</p> <p>Training for teachers and support staff and differentiating the curriculum All out of School activities are planned and risk assessed to ensure participation for all Training for Awareness Raising of Disability issues Information to know your students' needs</p>
<p>Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:</p> <p>The key objective is to ensure that school premises are adapted so that disabled pupils are not prevented from attending the school of their choice because the premises are inaccessible and/or cannot meet the needs of the pupils. Making sure clear procedures are implemented to ensure that disabled pupils who are starting school have their needs assessed and that necessary adaptations at the school of their choice are carried out in time for the start of term.</p>
<p>Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:</p> <p>Availability of written material in alternative formats as required Raise the awareness of adults working at or for the School on good communications If required arrange for visual impaired students to be able to access documentation Review all policies to ensure that they do not discriminate the needs of staff, students or visitors</p>