Accessibility plan

2023-2026

Worlds End Junior School



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| **Approved by:** | [Name] | **Date:** [Date] |
| **Last reviewed on:** | [Date] | |
| **Next review due by:** | [Date] | |

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# 1. Aims

Schools are required under the Equality Act 2010 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

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.

World’s End Junior School and VI Resource Base is committed to providing high quality education to all our children. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

World’s End Junior School and VI Resource Base is committed to inclusion. Our school ensures that we offer cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

At our school we see each child as an individual and we respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

The plan will be made 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. This includes the LA model equality policy and equality Impact strategy. We also comply with the LA city wide data information sharing procedures.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and the governing body.

# 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/schedule/10) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools).

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](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25), ‘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. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

# 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Aim** | **Current good practice**  *Include established practice and practice under development* | **Objectives**  *State short, medium and long-term objectives* | **Actions to be taken** | **Person responsible** | **Date to complete actions by** | **Success criteria** |
| Develop curriculum with a particular focus on VI and assistive technology. | Curriculum is designed to be inclusive, sen provision is included within each medium term. Strategies to support send children are considered good practice for all children.  School ensures a broad and balanced curriculum. The curriculum is adapted not narrowed.  Our school offers an inclusive curriculum with scaffolded activities to enable all learners to succeed.  We use resources tailored to needs of pupils who require support to access the curriculum.  Curriculum resources include examples of people with disabilities and sensory impairments.  Displays around school include examples of people with disabilities and sensory impairments.  Targets are set effectively and are appropriate for pupils with additional needs and sensory impairments.  All children regardless of need are fully integrated into mainstream school.  The school works closely with a range of professional, specialists and outside agencies.  We provide regular training for staff with regards to quality first teaching. | Short term: To assess accessibility of current curriculum.  Medium: To ensure children are reaching their attainment potential due to a carefully devised curriculum.  Long term: Assistive technology built in to curriculum. | Short term: Audit of current curriculum  Medium: Collaborate with subject leads. Specific reference to VI provision within medium term.  Long term: Research assistive technology, pilot across school, network with other SENCo’s | GC/CB | October 2024  Spring 2025  October 2026 |  |
| Ensure the building and physical environment is accessible to all stakeholders | The environment is adapted to the needs of stakeholders as required:  This includes:  Ramps  Corridor width  Disabled parking bays  Disabled toilets and changing facilities available.  Multi format signage around school. | Short term:  To ensure safety of new playground equipment for all stake holders.  Medium: toilets are available at all times to all site users.  Long term: Develop and embed a written policy for medical and disabled access. | Short term:  Playground equipment to apply colour contrast.  Medium term: Clear toilets and ensure they are in a safe working order and maintained appropriately.  Long term: Plan to be written. | GC/AD  VH/AD  VH | December 2023  December 2023  October 2024 |  |
| All information available to stakeholders is accessible | **Our school uses a range of communication methods to ensure information is accessible. This includes:**   * **Large print resources** * **Braille** * **Induction loops** * **Pictorial or symbolic representations** * **Real life objects/models** * **Options for alternative formats for communication with parents.** * **Ipads/RNIB book share** * **Dolphin easy reader** * **CCTV** * **Laptops** * **Braille note** * **Touch typing**   Website has accessibility functions. | Short term: To ensure stakeholders are aware of the accessibility features on the website.  Medium term: To ensure information pertaining to the VIRB is accessible and up to date.  Long term: Establish and implement vision policy. | Short term: Promote features on website.  Medium term: Update VI section of website.  Long Term: Vision policy to be written and approved. | VH  GC  GC | December 2023  December 2023  October 2024 |  |

# 4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

# 5. Links with other policies

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

* Risk assessment policy
* Health and safety policy
* Equality information and objectives (public sector equality duty) statement for publication
* Special educational needs (SEN) information report
* Supporting pupils with medical conditions policy
* SEN policy
* Safeguarding policy
* Staff related policies eg Risk assessments, return to work
* Online learning policies
* Pastoral and sen actions plans
* School SDP
* Behaviour Policy

# Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school’s physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Feature** | **Description** | **Actions to be taken** | **Person responsible** | **Date to complete actions by** |
| Number of storeys | 3 Levels (Lower Ground, Ground, First Floor) | No Ramp access to the Canteen.  Wheelchair access to the canteen is currently not possible. Look at how this can be improved  Stage is also inaccessible by anyone in a wheelchair.  Review areas of school that are currently inaccessible for anyone in a wheelchair or who may struggle due to temporary mobility issues. | BSM/ASS  SBM |  |
| Corridor access | Wide Corridors on both first floor and ground floor. | Ensure access is available at all times. Corridors should always be at least the width of a wheelchair. Tables and chairs for interventions, must be situated in a way that does not restrict access.  Coats and lunchboxes to be appropriately stored. | BSM/ASS  SBM |  |
| Lifts | 1 Decommissioned | Unsuitable for use.  BSM Can look at cost for re-commissioning it, if at all possible.  If not possible, we have 3 ground floor classrooms. These would be made accessible for any children who were in a wheelchair or had a disability which made it difficult for them to access staircases. | BSM/ASS  SBM |  |
| Parking bays | Disabled Parking Bay | 1 parking bay available.  Staff only car park. Parking only permitted in designated bays  C | BSM/ASS  SBM |  |
| Entrances | 1 Main Entrance | Consider alternative access in case the main entrance is blocked for any reason. | BSM/ASS  SBM |  |
| Ramps | Ramps in to school:  From footpath to the main entrance  From playgrounds in to school  Zebra crossing available between paths  Suitable grab rails in place | Ensure no trip hazards.  Hazard strips to be appropriate placed to ensure the ramps are visible | BSM/ASS  SBM |  |
| Toilets | Disabled access toilet ground and first floor | Disabled toilet on ground floor to be cleared to allow full access. First aid facilities to be moved to an alternative room | BSM/ASS  SBM |  |
| Reception area | Clear view from outside and inside school.  Suitable lighting  Suitable surfaces | Doors to be appropriately illuminated | BSM/ASS  SBM |  |
| Internal signage | Fire Exit Signs | Signage around school should be more prominent. Signage to highlight areas eg disabled toilets, offices, The Hub etc should be visible. | BSM/ASS  SBM |  |
| Emergency escape routes | 4 Routes on 1st Floor  10 Routes Ground floor  1 Route Lower ground floor | External Lighting in place across site. Particularly on driveway. Some lighting not working. | BSM/ASS  SBM |  |