



Westende Junior School Document: Accessibility Plan February 2021

Author:	Headteacher
Approver:	Local Advisors
Owner:	Sites and Teaching and Learning Committee
Date:	January 2021
Next review:	January 2024

Changes History:

Version	Date Reviewed	Amended By	Changes Applied	Updated By
1.1	February 2021	HT	Reviewed and updated Changes made to governance	A Sykes, Headteacher

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.

At Westende Junior School we aim to create a rich environment which enables disabled pupils to participate fully in the school community by identifying and eliminating barriers that could prevent this.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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 local advisors of the school.

2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. 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 Sites Committee and Teaching and Learning Committee.

4. 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

Appendix 1. Action Plan

1. Increase access to the curriculum for pupils with a disability				
Objectives	Actions to be taken	Outcome	Timescale	Goal achieved
Ensure that SEN delivery forms an integral part of the curriculum delivery	SLT to establish training needs of staff through performance management and in response to SDP	Staff are confident and have an appropriate level of knowledge and skill which enables them to plan and deliver the curriculum effectively	ongoing	
New SEN teachers and Learning Support Assistants receive training	SENDCo to identify training needs of staff and organise relevant courses	Staff training is up to date and staff know how to adapt the curriculum and have a range of strategies for teaching pupils with a disability	ongoing	
Curriculum progress is tracked for all pupils, including those with a disability	New tracking system implemented and used to track progress for children with an EHCP	Progress for children with an EHCP is tracked accurately Tracking system used to inform planning and targets Tracking system is used to inform parents of progress	By the end of 2020-2021 academic year	
Targets are set effectively and are appropriate for pupils with additional needs	Staff training SENDCO to liaise with Circle Trust SENDCos to share good practice	Targets are well matched and ensure that SEND pupils in the mainstream make good progress	By the end of 2020-21 academic year	

2. Improving and maintain access to the physical environment				
Objectives	Actions to be taken	Outcome	Timescale	Goal achieved
Ensure that disabled access to the building and its facilities is maintained	Regular audits to the building carried out by the Sites committee	Continued evaluation identifies any modification	ongoing	Ensure the school complies with DDA giving accessibility to disabled users
Improve and maintain access to the physical environment	Ensure that, where possible, all areas of the school building and grounds, are accessible for all pupils & adults and to continue to improve access of the physical environment.		ongoing	

3. Improving access to written information				
Objectives	Actions to be taken	Outcome	Timescale	Goal achieved
Improve the delivery of information to pupils &/or parents with SEND.	<p>Ensure that all staff use a range of strategies to deliver information to all pupils, including those with SEND effectively e.g.</p> <ul style="list-style-type: none"> • internal signage • Large print resources • Text messaging • Dyslexia-friendly font • Pictorial or symbolic representations • Use of technology e.g. sound buttons, voice-recording devices 	<p>Staff are competent & confident in meeting children's needs.</p> <p>Areas for improvement have been identified.</p>	ongoing	