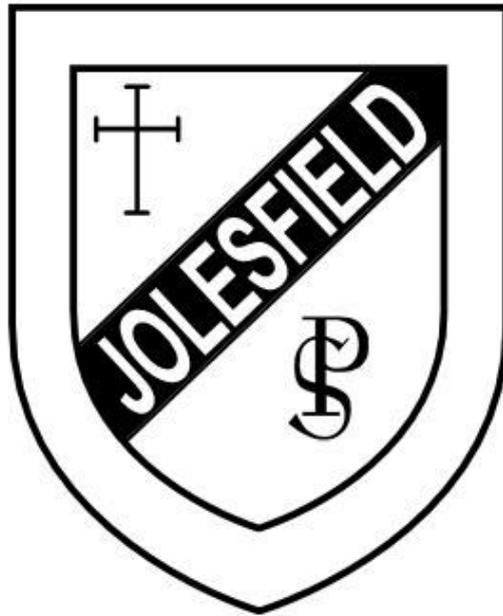


**JOLESFIELD CHURCH OF ENGLAND
PRIMARY SCHOOL**



***Accessibility
Plan***

Effective - March 2020

Headteacher:

Chair of Governors:

Introduction

Jolesfield CE Primary School is committed to providing premises which are suitable and sufficient for all educational purposes and which give access to a broad and balanced curriculum for all children and young people, irrespective of special need or disability. This Accessibility Plan considers provision for disabled pupils as stated in the [Equality Act \(2010\)](#) and the [Special Educational Needs and Disability Code of Practice: \) to 25 years \(2014\)](#)

Definition of Disability

The Equality Act (2010) states that a person has a disability if:

- They have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on everyday lives of children and young people.

Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Equality Act (2010)

The Equality Act has simplified and strengthened the discrimination laws which protect people from unfair treatment. It is unlawful for an education provider to treat a disabled child or young person unfavourably.

We commit to taking all reasonable steps to avoid putting disabled children and young people at a substantial disadvantage (the 'reasonable adjustment' duty).

The school governors have the duty to publish Accessibility Strategies and Plans.

Scope of the Accessibility Plan

This plan covers all three main strands of the planning duty by:

1. Managing and improving the physical environment of Jolesfield CE Primary School for the purpose of increasing the extent to which disabled children and young people are able to take advantage of education and the associated services. We aim to meet the needs of a range of children and young people currently on roll and any prospective pupils.
2. Ensuring that the curriculum is differentiated, to meet the learning needs of children and young people with SEN and disabilities, and making target setting effective and personalised to these pupils. Written material, usually provided for all pupils, is to be presented, in an appropriate form when necessary, for SEN and disabled children and young people, including pictorial, oral and braille format. Classroom organisation is planned to maximise learning opportunities and to increase the extent to which disabled children and young people can participate in the curriculum at jolesfield CE Primary School.

3. Ensuring that appropriate support is given to all students with disabilities and that staff who work with these children are fully aware of their needs. We will seek and follow the advice of local authority services, such as specialist teacher advisers and SEN advisers, and appropriate health professionals from the NHS trusts.

Aims

Jolesfield CE Primary School will take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared to non-disabled peers.

In considering what is reasonable the school will take account of:

- Practicalities of making adjustment
- Health and safety factors
- School budget situation
- The interests of other pupils

All reasonable steps will be taken to ascertain the disabilities of pupils. Consultation with parents and external agencies will determine strategies to support disabled pupils within the school. Relevant information will be passed on to staff to ensure staff awareness.

Planning Duty

The school recognises its duty under the DDA (as amended by SENDA):

- Not to discriminate against disabled pupils in its admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility plan

Jolesfield CE Primary School is committed to an inclusive curriculum and increasing access to the schools facilities for all by:

1. Increasing the extent to which disabled pupils can participate in the schools curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits
2. Improving access to the physical environment of the school where possible. This covers improvements to the physical environment of the school and physical aids to allow pupils to access education.
3. Improving the delivery of written information to disabled pupils. This will include planning to make the written information that is normally provided by the school to its pupils, available to disabled pupils, e.g. larger print/ braille

Consultation with pupils, parents and disabled people

The school is committed to liaising with staff, pupils, parents and other stakeholders to evaluate existing provision and plan for the future needs of the school and its users.

Audit of existing provision

The Curriculum

- The school monitors all visits and clubs to maximise availability and participation for all pupils.
- A range of intervention programmes are available to support children with learning difficulties and disabilities, based on the recommendations of external specialists and the skills and experience of teaching and support staff.
- All pupils are encouraged to take part in a range of physical activities, with modifications where needed.
- Staff are trained in the administration of an emergency aid, with emergency medicines designed to deal with specific conditions and associated with specific disabilities being administered by specifically identified staff under instruction from parents and medical experts.

Site Accessibility

Physical Environment

- Jolesfield school is one main building all on one level.
- There are 2 external porta cabins which are accessible via ramps.

Written Information

Advice is sought from external agencies where needed for example, those dealing with ethnic minorities, speech and language and visual impairment etc. The school aims to keep up to date with the available technology and practices to support individual pupils with learning difficulties or disabilities, drawing on advice from the support services.

Policies

Compliance with the DDA is consistent with the school's aim and equal opportunities policy, and the operation of the schools SEN/ Inclusion policy.

The access plan will contribute to the review and revision of related school policies.

Reviewing, Monitoring and Evaluating the Plan

1. Adequate resources will be allocated to enable implementation of the plan
2. The plan will be informed by feedback from parents, pupils and people with disabilities.
3. The plan will be kept under review and revised as necessary.
4. The plan will be published and is available on request, along with comment about progress.
5. The plan will be subject to monitoring by OFSTED during inspections

Reasoning	Targets	Strategies / who is responsible	Outcomes	Timescale	Goal Achieved
Access to the physical environment	To improve signage around the school particularly in respect of catering for users with visual/ mobility impairment	Headteacher/ premises manager to identify cost and suitability	Clear signage to meet a range of needs	20/21	
Access to the physical environment	Ensure the emergency evacuation procedures meet the needs of the disabled users of the premises.	HT to update PEEPS and GEEPS in line with Fire/ Evacuation duties	Emergency procedures meet the range of needs	Spring 2020	
Access to the physical environment	Keep classrooms and shared space clear of obstruction	All staff	To ensure free flowing movements around the building	on-going	
Access to the physical environment	To monitor and develop the quality of inclusive practices throughout the school	SENCo	The school meets the needs of individual pupils, with regard to the learning of anticipated life skills.	on-going	
Access to the curriculum	To ensure all current interventions and their success/ impact on progress.	SENCo	Interventions are having impact on progress	on-going	
Access to the curriculum	To ensure that classrooms are organised to promote the participation and independence of all pupils	SENCo	QFT to ensure that lessons are planned to meet the needs of all pupils in the class	on-going	
Access to the curriculum	To ensure that staff training in supporting pupils with SEND - focus on key areas of need within the school.	SENCo	Identify gaps in knowledge and seek external advice if necessary	on-going	