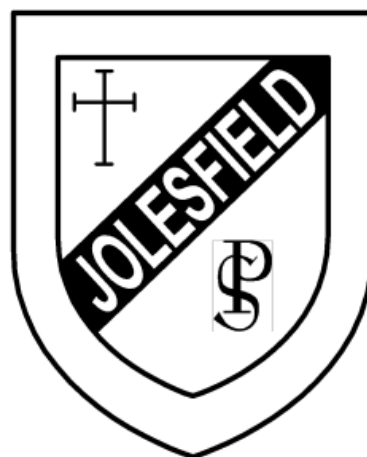


JOLESFIELD CHURCH of ENGLAND PRIMARY SCHOOL



Accessibility Plan

Agreed at FGB: 23rd January 2024
Effective: January 2024

Chair of Governors : S.Crute
Headteacher: V. Price

Purpose

Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously detailed under the Disability Discrimination Act (DDA) and which have been replicated in the **Equality Act 2010**.

According to the Act, a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

This Accessibility Plan is a statutory duty and sets out the proposals of the Governing Body of the school to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

In accordance with the Act, the plan focuses on three key areas:

1) increasing the extent to which disabled pupils can participate in the school curriculum;

2) improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

3) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

The school’s Accessibility Plan is resourced, implemented and reviewed as necessary. It will be reviewed annually by the Governing Body and updated at least every three years. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

For the review, the actions will be shaded as follows:

- GREY for actions that are complete
- GREEN for actions that are complete but require ongoing activity

Linked policies:

Jolesfield Church of England are committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

Special Educational Needs and Disability Information Report and Local Offer

Teaching and Learning Policy

Child Protection Policy

Health & Safety Policy Equality Policy

Staff related policies, e.g. risk assessments, Return to Work, Equalities Scheme

This plan itself will also be used to advise and inform other school planning documents and policies. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

When completing the Accessibility Plan, school leaders will use the Accessibility Checklist to support them. This document is also available on our website.

Jolesfield C of E Primary School Accessibility Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

Targets	Actions	Lead People	Timeframe	Success Criteria
Further training of staff and monitoring of learning to ensure appropriate adaption and challenge within the curriculum for all children.	<ul style="list-style-type: none"> -Observation and monitoring of lessons, learning and interventions. -Ongoing programme of staff training provided by SENDCO, Your Space Therapies, Learning Behaviour Advisory Team and other outside agencies. Occupational Therapy). -Providing access to courses and CPD. -Records to be kept of training attended. -Working closely with outside agencies eg. Sensory Support, Inclusion Support Team. -Use of West Sussex's Ordinarily Available Inclusive Practice (OAIP) document. -Child voice and parent voice taken throughout the year. 	HT / SENCo / Governing Body	In place, constantly ongoing as part of good practice	The needs of all learners will be met and all children will make progress.
To ensure that Collective Worship consistently enables children with disabilities to participate.	<ul style="list-style-type: none"> -Children with a visual impairment will be supported by ICT, physical objects or having a TA/teacher alongside to support. -Seating arrangements will be considered. -Visual timetable to be visible. -All children will be welcomed to worship and will only be expected to stay as long as they are engaged. 	All Staff / HT / SENCo / Governing Body	In place, constantly ongoing as part of good practice	Collective Worship will be accessible and engaging to all children at all times.
To ensure that resources are used to increase access to the curriculum for disabled pupils.	<ul style="list-style-type: none"> - Strategic deployment of TAs. -Development of ICT to further support pupils -Resources purchased as and when needed (eg. wobble cushions). -Ensure equipment is working and seek support and advice if needed. 	HT / SENCo	In place, constantly ongoing as part of good practice	A range of resources will be successfully used to increase access to the curriculum.

To gain feedback from parents/carers and pupils to inform future priorities.	- To gain feedback from parents/carers and pupils to inform future priorities. - Seek pupil voice	SENCo	Some evidence gathered but more needed	Feedback will be used to inform future priorities and school improvement.
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Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Targets	Actions	Lead People	Timeframe	Success Criteria
Improvements to aid those with a visual impairment.	- Maintenance of steps, poles, doors or identified hazards highlighted in yellow/non-slip paint. - Trip hazards identified and addressed with the support of Sensory Support. - Appropriate use of colour schemes for decoration to benefit the children. Follow advice on contrasting colours and re-decorate if necessary	HT / SENCo / Premises Manager	Ongoing	Hazards highlighted and addressed so that the physical environment has a reduced level of risk for visually impaired people.
Improvements to aid those with a hearing impairment.	- Consider extending the number of lights linked to fire alarms e.g. in specific children's classrooms, outdoor areas subject to children's needs. Discuss further with Sensory Support. - Consider the provision of a hearing loop in the hall.	HT / SENCo / Premises Manager / SBM	Ongoing	The school will be fully accessible for hearing impaired children
To improve the quality of provision for children with specific needs.	- Ensure that classrooms are suitable for individual children. As and when needs arise, these are addressed. - Provision of a hygiene room	HT / SENCo / Premises Manager / SBM	Ongoing	The school experience for children with specific needs will be enhanced.
Access to school, toilets and reception area appropriate for wheelchair users.	- Clear route through school for disabled people. - Provide access plan of building in reception area for visitors. - Provision of accessible toilets for pupils (and adults)	HT/ SBM / Premises Manager	Ongoing	The school will be fully accessible for wheelchair users.

Aim 3: To improve the delivery of written information for both parents and pupils.

Targets	Actions	Lead People	Timeframe	Success Criteria
<p>Improve accessibility of information for parents</p>	<ul style="list-style-type: none"> - Improved content on school website to meet all parents' queries. - Calendar of key events shared fortnightly on newsletter to provide timely reminders to parents and reduce frequency of texting. - Allnews letters sent out now available on the website. - Better sharing and communication of information required by parents across the school. - Good relations established with parents to facilitate enhanced communication between home and school e.g. if parents cannot access written information. - Consultation with parents (including those with EAL) as to barriers in the way of them accessing information. 	<p>HT / SENCo</p>	<p>Ongoing</p>	<p>All parents/carers will be up-to-date and well-informed of school information.</p>
<p>To make available written material in alternative formats, when requested or needed.</p>	<p>-Staff and parents to be aware of services available for requesting information in alternative formats, when necessary.</p>	<p>HT / SBM</p>	<p>As necessary</p>	<p>Information will be available in alternative formats, on request and if needed.</p>