



Accessibility Plan (2019 – 2021)

Responsibility for Document: HT/FGB
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1. Vision Statement:

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 Headteacher at Denmead Junior School. The plan will be monitored by the Head Teacher and evaluated by the FGB. The current Plan will be appended to this document.

Vision for DJS:

We are committed to improving the quality of education at Denmead Junior School so children:

- Have the necessary skills and competencies in reading, writing and maths to flourish at secondary school and in the wider community
- Are socially skilled and good communicators in all forms
- Have understanding, empathy and care for others
- Are healthy, confident, resilient and happy

- Will look back on their learning at DJS with affection, pride and a recognition of the solid foundations for life-long learning and citizenship that were laid here

1) The Denmead Junior School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and discussions with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3) Denmead 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 educational, physical, sensory, social, spiritual, emotional and cultural needs. We 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.

4) The Denmead Junior School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- **Increase access to the curriculum for pupils** with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (if a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits and out of school trips – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- **Improve and maintain access to the physical environment of the school**, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

- **Improve the delivery of communications and written or spoken information** to pupils, staff, parents and visitors with disabilities; examples might include modified hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

6) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Equality Policy
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy

7) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

8) The Accessibility Plan will be published on the school website.

9) The Accessibility Plan will be monitored by the FGB

10) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

11) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, and their families with a disability. Our aims are to:

- Increase access to the curriculum for pupils with a disability.
- Improve and maintain access to the physical environment for all.
- Improve the delivery of communications to pupils and parents with disabilities.

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we ask for regular updates on these during the year.

Physical Environment

Children with disabilities are encouraged to participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; there are no parts of the school to which disabled pupils have limited or no access.

Curriculum

There are areas of the curriculum to which disabled pupils may have limited access. For example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of children with disabilities, for example: peer relationships, the provision of personal care, the presence or lack of role models or images of disabled people.

4. Access Audit (conducted by Governors in conjunction with their Equality audit visit in December 2018)

The school is a one storey building with wide corridors and several access points from outside. Classrooms are all on the ground floor with wide door access to most rooms. The hall is on the ground floor and is accessible to all.

Car parking for staff and visitors includes a **two disabled parking bays** situated just outside the main gates.

All entrances to the school are either flat or ramped and all have wide doors fitted, except for classroom doors. There is a disabled toilet facility available near the main hall. This is fitted with a handrail. All classrooms have a second exit door and all except four of these are also flat access.

The school has internal emergency signage and escape routes are clearly marked.

5. Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced. **Progress towards the achievement of the action plan will be an annual Agenda item on FGB.**

6. Action Plan – see appendix