Accessibility Plan

Date Approved	Committee responsible for review of policy	Next Review Date	Policy on Website	Statutory Policy
November 2025	Finance and Resources	November 2026	Yes	Yes

Headteacher: Mrs Emma Humphrey

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 pupils with a disability can participate in the curriculum
- Improve the physical environment of the school to enable pupils with a disability to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with a disability

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.

Our vision promotes the following values; learning, resilience, wellbeing and belonging.

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.

2. Key Objectives

To reduce and, where possible, eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, staff and visitors with a disability.

3. 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.

- Compliance with the Equality Act 2010 is consistent with the school's approach to equal opportunities and the operation of the school's SEN policy:
- The school recognises its duty under the Equality Act 2010:
  - not to discriminate against pupils with a disability in their admissions and exclusions, and provision of education and associated services
  - not to treat pupils with a disability less favorably
  - to take reasonable steps to avoid putting pupils with a disability at a substantial disadvantage
  - to publish an Accessibility Plan
  - The Anstey Junior School Accessibility Plan shows how access is to be improved for pupils with a disability, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

- In performing their duties, governors and staff will have regard to the Equality Act 2010.
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parent's and child's right to confidentiality.
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum
    - Setting suitable learning challenges
    - Responding to pupils' diverse learning needs
    - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

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, 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 governors of the school.

4. Activity

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objectives above.

- **Education and Related Activities**

  The school will continue to see and follow the advice of LA services, such as specialist teacher advisors and SEN inspectors/advisors, and of appropriate health professionals from the local NHS Trusts. Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as 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 school visits – 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;

- **Physical Environment**

  In collaboration with the HCC Accessibility Team, the school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments' of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. 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;

- **Provision of Information**

  Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include 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. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an action plan showing how the school will address the priorities identified in the plan.

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.

The priorities for the Accessibility Plan for our school were identified by:

- **Member of the Governing Body**
- **Head Teacher**
- **Inclusion Leader/SENCO**
- **DPO**
- **Site Manager**

5. 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
Increase access to the curriculum for pupils with a disability	*Our school offers a differentiated curriculum for all pupils* *We use resources tailored to the needs of pupils who require support to access the curriculum.*	Be able to track the effectiveness of all interventions.	Ensure entry and exit points for all interventions are recorded and effectiveness evaluated.	SENCO/ Inclusion	ongoing	Pupils with a disability make accelerated progress due to targeted support and resources.

	Curriculum resources include examples of people with disabilities *Curriculum progress is tracked for all pupils, including those with a disability.* *Targets are set effectively and are appropriate for pupils with additional needs.* *The curriculum is reviewed to ensure it meets the needs of all pupils.* *Classroom environment is set up to meet the needs of all pupils (visual timetable, enlarged print sheets, adjustable height desks)* *Access sports equipment to ensure full access of curriculum for wheelchair users*					
		Be able to show clearly progress and attainment for groups of pupils, including those with a disability.	All tracking grids to show groups of pupils clearly.	Headteacher SENCO Class teachers	ongoing	Progress of groups is reported on and it is clear to see the progress made by pupils with a disability.
		During pupil progress meetings be able to discuss needs of pupils with disabilities and how these needs can be met.	Questions at pupil progress meetings to include discussion about pupils with disabilities.	Assessment lead Headteacher Class teachers	Ongoing	Clear action plans are produced to ensure needs are met and good progress is made as a result.
		Be able to state that the way the curriculum is designed ensures that it meets the needs of all pupils.	Regular curriculum reviews (annually) for each subject, these reviews cover access to the curriculum (written report)	Curriculum lead Headteacher Subject leaders	Ongoing	Reports from curriculum leads show that the curriculum is accessible to all and meets the needs of all.
Improve and maintain access to the physical environment .	*The environment is adapted to the needs of pupils and visitors as required.* *This includes:* *Sloping path to move between the two playgrounds* *All year groups have one class in a downstairs classroom* *Corridors are wide*	To ensure that all raised edges are visible	Repaint all raised edges with correct paint	Site manager	Ongoing	All changes of surface height are clearly marked
		To ensure there is a flat route from the disabled parking bay to the front entrance Deal with any		Headteacher and site manager	As required	Anyone with a frame, wheel chair or limited mobility can get from the disabled

	and clear *Disabled parking bay clearly marked* *Accessible toilet and changing facilities with hoist* *Library shelves at wheelchair accessible height* *Double doors in corridors including stairwell doors* *Physio/sensory space with hoist* *Accessible play equipment for all children to play on* *Ensure meeting spaces for parents are fully accessible* *Have contrasting colours at change of height, including step edges and hand rails so that they are clear to visually impaired* *Ensure the outside environment is accessible to all*	raised slabs or edges and consider extending the drop kerb.				space to reception easily.
		Be able to evacuate anyone in the school within 3 minutes	Have a PEEP for anyone with mobility difficulties, hearing or sight impaired and time it. Audit all new pupils (or new issues) to ensure adequate provision in place.	SENCO and headteacher	Ongoing / as required	Every person in the school can evacuate safely within 3 minutes.
		Be able to see hazards at night when going to the car park.		Site manager to monitor effectiveness	Ongoing	Anyone going to a car in the dark can see clearly where the kerb drops.
		Investigate floor surfaces for the field to prevent sinking in the grass		Site manager	Ongoing	Anyone can access all parts of the school grounds.
Improve the delivery of information to pupils with a disability	*Our school uses a range of communication methods to ensure information is accessible. This includes:* *Large print resources* *Pictorial or symbolic representations* *Visual timetables* *Connovans PA system installed in the hall to improve sound quality and coverage* *Hearing loop*	For everyone to hear clearly when in the hall and classrooms	Soundfield application system installed in 2 classrooms. This will be moved each year to ensure the system is in the correct class room according to need	Site manager	Ongoing	Anyone who attends events and children with hearing impairment can hear when attending events in the hall.
		For visually impaired pupils	All staff know who is	Inclusion manager	Ongoing	All visually impaired

	available in selected class rooms and the reception area	to have all resources enlarged	visually impaired and ensure resources available e.g. singing assembly enlarged sheet available.	and all staff		children can access all resources

6. Monitoring arrangements

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

It will be approved by the finance, environment and safety committee.

7. Links with other policies

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

- Health and safety policy
- Equality policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two	There are two classes in each year group. Each year group has one class on the ground floor, so that anyone with a mobility difficulty can be in a downstairs corridor.	Headteacher	Completed
Corridor access	Wide corridors that must be kept clear	Ensure when children are at lockers, there is a safe space for pupils to move through.	Headteacher	Ongoing
Parking bays	Ensure there is one clear disabled parking bay	Monitor footpath surface	Site manger	Ongoing
Entrances	All flat and accessible	None	Site manager	Ongoing
Toilets	One accessible toilet with hoist and changing bed	Keep it clear from clutter	Site manager	Ongoing
Physio/Sensory room	Hoist and sink space for physio	Keep area clear and tidy	Site manager	Ongoing
Reception area	Clear, open area	Ensure chairs with arms are always available on request and area is clear	Office staff	Ongoing
Emergency escape routes	Clear and easily accessed	Ensure always clear and surface remains flat	Site manager	Ongoing