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	Issued: 13 March 2019
ACCESSIBILITY PLAN	Review date: Spring 2022
	Supersedes: 2015 Plan
Approved by	FULL GOVERNING BODY/L & M COMMITTEE/HEADTEACHER

INTRODUCTION/CONTEXT

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful. This plan seeks to address the statutory requirement of the Equality Act 2010 and to further the aims of our Vision Statement by:

- Increasing the extent to which disabled pupils can participate in the curriculum,
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils, staff, parents and visitors.

We recognise the need to provide adequate resources for implementing plans and will review annually in respect of progress and outcomes.

DEFINITIONS OF DISABILITY

The definition of disability under the law is a wide one. A disabled person is someone who has *"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"*.

This definition includes people with a hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with ADHD, autistic spectrum disorder, downs syndrome and hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anaemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, those recovered from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

ASSOCIATED POLICIES AND PLANS

This plan should be read in conjunction with the following school policies, strategies and documents:

- Equality Information and Objectives
- Equality Action Plan

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- Inclusion Policy
- Health and Safety Policy
- Supporting Children with Medical Needs Policy
- Premises Plan

PUBLICATION

The plan will be available on the school website and in hard copy upon request.

Staff will be made aware of the plan as well as the need for them to be consider the requirements of the Equality Act and Public Sector Equality Duty when they devise, monitor and review school polices.

MONITORING AND REVIEW

The plan will be monitored through the Leadership and Management Governing Body Committee. The whole plan will be reviewed every 3 years but progress and outcomes will be reported to this Committee annually.

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PLAN

TARGET (from Audit)	STRATEGY (how target will be achieved)	TIME FRAME /RESPONSIBILITY	ACHIEVEMENT
Increasing the extent to which disabled pupils can participate in the curriculum			
All staff remove all barriers to learning and participation	Continuous CPD, Regular Monitoring by Director of Inc. Planning for future development of resources	Ongoing Half termly monitoring, Fortnightly TA CPD Bi-annual Teacher CPD	All children with SEND are fully included in all aspects of school life.
All staff to recognise, understand and allow for the additional planning and effort necessary for pupils with disabilities to be fully included in the curriculum?	Continuous CPD, Regular Monitoring by Director of Inc.	Ongoing Half termly monitoring, Fortnightly TA CPD Bi-annual Teacher CPD	All children with SEND are fully included in all aspects of school life.
Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided			
Ensure all pupils have access to a learning area with simplistic, un-confusing décor.	a) Director of Inc to monitor unnecessary, distracting teaching aids in classrooms which may cause confusion.	a & b) Half termly monitoring by Director of Inc c) January 2020. Director of Inc to be	SEND children are able to access learning spaces without confusion.

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	<p>b) Director of Inc to ensure privacy partitions are used where appropriate.</p> <p>c) New Learning Space being created in 2019 to be planned to ensure it can provide an area for children with SEND who would benefit from working in more neutral learning environment (eg roller blinds)</p>	<p>liased with regarding décor and displays in new room.</p>	
Teaching Spaces and Social areas in and out school are accessible to all.	Take reasonable steps to change layout of areas if new pupils join the school that require this adjustment.	As necessary – Director of Inclusion liaise with Site Manager.	SEND children are able to take advantage of all areas of the school.
Environment adapted to enable participation by all pupils.	<p>Consider providing:</p> <ul style="list-style-type: none"> -non-visual guides used to assist people to use the building, -hearing induction loop -emergency alarm systems adapted to cater for those with profound hearing impairment <p>if pupils join the school that require adjustment.</p>	As necessary- Director of Inclusion liaise with Site Manger.	<p>SEND children are able to fully participate and are not at risk.</p> <p>(Risk Assessments already cater for those who require adapted evacuation control measures).</p>
Improving the availability of accessible information to disabled pupils, staff, parents and visitors			
Provide information in different formats if necessary.	If stakeholders require, provide information such as handouts, timetables, textbooks, information about the school in a different format as relevant to special need.	Director of Inclusion or Head liaise with Business Manager.	Information can be understood by all pupils, parents, staff and visitors.