



South End Junior School	Page 1 of 6
	Issued: 29 June 2022
ACCESSIBILITY PLAN	Review date: Summer 2025
	Supersedes: 13 March 2019
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

South End Junior School	Page 2 of 6
	Issued: 29 June 2022
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- SEND Policy and SEND Information Report
- 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.

South End Junior School	Page 1 of 6
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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	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	Children with SEND are able to access lessons with more ease to ensure adequate progress is made.
Does the school have arrangements to ensure teachers are using dyslexia friendly font.	Communication. Monitoring. Evaluation.	Ongoing Director of Inclusion	Children with dyslexia are attaining and achieving well.
Use assisted technology more often.	CPD, Monitoring	Ongoing Director of Inclusion	Barriers for children with SEND removed.

South End Junior School	Page 2 of 6
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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. b) Director of Inc to ensure privacy partitions are used where appropriate.	Ongoing Monitoring Director of Inclusion	SEND children are able to access learning spaces without confusion.
Environment adapted to enable participation by all pupils.	Consider providing: -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 if pupils join the school that require adjustment.	As necessary- Director of Inclusion liaise with Site Manger.	SEND children are able to fully participate and are not at risk. (Risk Assessments already cater for those who require adapted evacuation control measures).
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.

South End Junior School	Page 3 of 6
	Issued: 29 June 2022
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Implementing recommendation from premises compliance surveys			
Ensure handrails are visually contrasting with the surrounding environment for those with poor eyesight.	Handles in disabled toilets to be made different colour to walls.	Site Manager	Equalities Act complied with.