



POLICY TITLE	MJS School Accessibility Plan
UPDATED	October 2024

School Accessibility Plan (2024-2027)

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

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 school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Plan

This accessibility plan should be read alongside a number of other school policies to support overall inclusion of pupils – SEN policy, Inclusion Policy and Equal Opportunities Policy.

The plan for this provision will cover the 3-year period from 2023-26. In drawing up the plan of provision we have considered the present situation and the future needs under the following headings:

- Physical environment of the school
- The extent to which disabled pupils can participate in the school curriculum
- The delivery of information to pupils and parents

School Curriculum

Present Situation

- Teachers and teaching assistants have access to necessary training to support and teach children with disabilities
- Lessons are appropriately differentiated to meet the individual needs of all children
- Resources are tailored to the needs of pupils who require support to access the curriculum
- 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
- Well established procedures for the identification and support of pupils with Special Educational Needs
- Detailed information in SEN pupils given to relevant staff
- Termly pupil progress meetings
- SEN friendly classrooms with visual timetables
- Specialist arrangements for assessments ie KS2 SATs (extra time applied for, use of scribe, transcript, etc)
- High quality curriculum to enable all pupils to feel secure and make progress
- TAs effectively deployed to implement specific interventions
- Risk assessments carried out for all trips, with individual risk assessments for pupils with a higher level of need
- The school is able to offer large print for visually impaired
- At present we have two hearing impaired pupils at the school – the school has put in place appropriate requirements (in consultation with health and support agencies) to fully support these children with their learning

Future Development in plan (2024-27)

The school will continue to review access of all pupils to the curriculum to disabled children and young people. This will include the following:

- Increasing the awareness of staff to different types of SEN/disabilities and the best way to support children with these needs
- To improve explicit tracking of SEN achievement
- To review patterns of participation in after school clubs for children with SEND
- To ensure we hear the pupil voice of those children with SEN/disabilities

- Ensuring that specialist advice is sought and skills are cascaded to teaching and support staff
- Use of specialist equipment as required, such as special scissors, writing slope, 'move and sit cushions' etc.
- Awareness of the use of technology e.g. interactive whiteboards, dynamic (for hearing impaired), radio aids/microphones

Physical Environment

Present situation:

- The school building is on two floors. Year 3 and 4 are situated on the ground floor and each classroom has an accessible door to the outside. There are ramps within the school to allow children to access the school hall.
- Years 5 and 6, alongside the computing suite, are situated on the first floor. The school is fully accessible to all users and has a fully serviced lift to enable wheelchair users to access the upstairs classrooms.
- Access to the school is appropriate for all with doors and ramps.
- Lighting in all classrooms is appropriate for use of computers and interactive whiteboards
- All classrooms and areas used by children have blinds
- All classrooms are mainly carpeted, with appropriate flooring around the outside door and sink area
- Corridors have an appropriate flooring
- We have height adjustable chairs for use with PC computers in the computer suite, in the school offices and in classrooms
- Pupil, staff and disabled toilets are accessible on both the ground and first floors
- The school has 2 car parks, one on Avondale Drive and one by the reception area of the main school. There is a marked disabled car parking space in the car park by the reception area of the main school and this is allocated to people requiring it upon request.
- The office and reception area layout has been altered to ensure it is accessible to all and facilities are appropriate for all users

Future Development in the plan (2024-27)

- Redecoration of the school interior areas will continue to take into consideration the needs of disabled pupils/staff when choosing colours e.g. contrasting to help make the school suitable for any visually impaired pupils.
- Staff will continue to consider classroom layouts on an annual basis taking into account the needs of all pupils. The layout will be reconsidered if a pupil joins the school after the start of the school year. We will also ensure suitable seating and furniture in all teaching areas.

Availability of Accessible Information

Present Situation

- 'Can do' ethos and positive approach
- Open door policy
- Staff are asthma and epipen trained
- Teaching staff trained to support children with ASD
- Staff training led by SENDCo
- Letters available on request in large print and translated
- Coffee afternoons held for different groups of children
- Displays are generally at an appropriate level for children and adults within the school
- The school can offer support from a family support worker
- To support communication with our parents the school is able to offer interpreters in Punjabi, Urdu, Hindi, Arabic, Somali, Swahili, Mandarin, Cantonese and French.

Future Development in plan (2024-27)

The school will continue to review the availability of accessible information for all children including those with a disability.

- Ensure the efficient use of visual resources
- Social stories to be used as necessary to aid children's transitions and as required at other times
- Awareness of the use of technology e.g. interactive whiteboards, dynamic (for hearing impaired), radio aids/microphones

4. Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the deputy headteacher.

It will be approved by the governing board.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy