



Peel Common Junior School

Accessibility Plan

Development by: Headteacher Approval by: Governing Body Review Frequency: 3 years Next Review Due: 05/2022 Last Reviewed: 05/2019
CHAIR TO COMPLETE Review Approved (signature):  Date Approved: Summer Term 2019

1. Vision and Values

At Peel Common Junior School, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. We recognise that we have a responsibility to meet the needs of all through promoting inclusion and recognising diversity. The achievement of disabled children will be monitored and we will use this data to raise standards and ensure inclusive teaching. The school will not tolerate harassment of disabled children with any form of impairment, and will also consider the needs of children who are carers of disabled parents.

2. Legal Background

Under the legislation: 'Equality Act 2010: Schedule 10, Paragraph 3', the school must have an Accessibility Plan. Under this legislation, a person has a disability if:

- He or she has a physical or mental impairment, and
- the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Under Legislation: 'Disability Discrimination (prescribed times and periods for accessibility strategies and plans for schools) (England) Regulations, 2005' the Accessibility Plan must be reviewed every 3 years.

3. Aim of the Plan

Legislation makes it clear that schools must produce an Accessibility Plan that must be implemented. The aim of the plan is to:

- Increase the extent to which disabled pupils can participate in the school's curriculum,
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- Improve the delivery to disabled pupils of information which is readily accessible to pupils and parents/carers who are not disabled.

The delivery of the above must be:

- Within a reasonable time;
- In ways which are determined after taking account of the pupil's disabilities and any preferences expressed by them or their parents.

4. School Context

Peel Common Junior School is an inclusive maintained school catering for 7-11 year olds. The school comprises of a single level building in large grounds. There is level access to all areas of the building.

Generally, the school has a percentage of children with SEND (Special Educational Needs and Disability) in line with or just above the national average and this data is constantly reviewed.

5. The School's Aim

The School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

Improve 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.

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 the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, cultural activities or school visits and residential. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

6. Accessibility Planning

The priorities for the Accessibility Plan for the school were identified through consultation between the Headteacher, SENCo and Governors.

The school recognises that the involvement of disabled children, staff, parents and visitors is essential. We will aim to gain their involvement through:

- Sharing of ideas.
- Using SEND (Special Educational Needs and Disability) review meetings to highlight any specific requirements.
- Highlighting on the school website that the person to contact with regards to the needs of disabled children is the SENCo (Special Educational Needs Coordinator).
- Links to the SEND Report and the Local Offer available on the school website.
- Conduct effective liaison with infant schools enabling us to understand the needs of individual disabled children as they transition to the school.
- Reminding parents and carers that staff are available to discuss ways in which we can improve the service we provide for disabled children and parents.

- Informing all staff that if they wish to discuss issues relating to disability, then they should talk to the Headteacher or SENCO.

7. Other Information

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

Health & Safety (including off-site safety)

Special Educational Needs Policy

Behaviour Policy

School Improvement Plan

8. Annexes

Action Plan

Peel Common Junior School Accessibility Action Plan

Physical Environment

Targets	Strategies	Timescales	Responsibility	Success Criteria
To be aware of the access needs of disabled children, staff, governors, parents and carers	a) To create access plans for individual children as part of the IHCP (Individualised Healthcare Plan) process	As required	SENCo/Class teachers	IHCP are in place for disabled pupils and all staff are aware of pupils' needs
Ensure all disabled people can be safely evacuated.	a) Ensure there is a personal emergency evacuation plan for all disabled children. b) Ensure all staff are aware of their responsibilities in evacuation c) Ensure that disabled visitors are catered for in emergency procedures.	As required On-going	Headteacher/ SENCo/ H&S manager	When a disabled person is at the school a personal evacuation plan is completed and disseminated accordingly. Disabled visitors will be well informed and their needs catered for in emergency procedures.
Continue to improve working environment for pupils and visitors with visual impairment		On-going during maintenance and development programme	Headteacher	Students able to work independently in all teaching areas.

Curriculum

Targets	Strategies	Timescales	Responsibility	Success Criteria
Ensure that all staff are provided with specific training on disability issues.	Identify training needs at regular meetings and source provision.	Ongoing	SENCo/Headteacher	Raised confidence of staff in meeting specific needs.

Develop curriculum provision to meet the changing and diverse SEND needs.	Monitor and review the newly established nurture group provision. Pursue funding streams to secure and extend.	Ongoing and at least half termly	SENCo/Headteacher	Nurture group has a suitable space and environment and funding to maintain provision. Vulnerable children are enabled to develop social skills, becoming a fuller part of the school.
Ensure that issues of equality and disability are included within the school curriculum	When reviewing curriculum areas as well as the wider curriculum (assemblies/ PSHE etc.) consider suitable opportunities to include equality and disability issues.	Ongoing	Headteacher and all subject leaders.	Children will be enabled to consider wider disability issues through a gradual introduction throughout the school.
Ensure that the learning needs of children with disability are considered and catered for	Continue to consider, when purchasing new resources, that the needs of all children are catered for.	Ongoing	Headteacher and all subject leaders.	All children will be able to access the curriculum equally.

Access to Information

Targets	Strategies	Timescales	Responsibility	Success Criteria
Ensure all information can be provided in forms suitable for a range of disabilities.	Make parents aware that alternative formats could be available if necessary through newsletter articles, website and face to face communication.	Ongoing.	Headteacher and school office staff.	If information is required in an alternative format, it is available within a reasonable timescale.