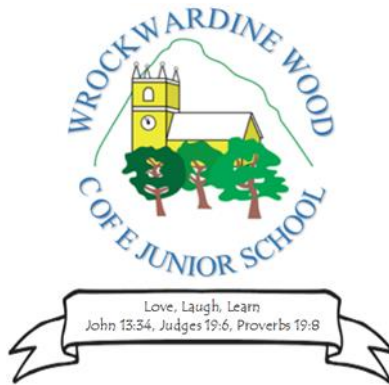


Wrockwardine Wood C.E. Junior School



Accessibility Plan 2019-2022

Policy updated – May 2019

Signed:L Cotton.....

This policy is due for review in May 2022
Reviewed every 3 years by the governing body

At Wrockwardine Wood CE Junior School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

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

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Wrockwardine Wood CE Junior School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Wrockwardine Wood CE Junior School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- 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 schools 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;
- 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;
- 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 Wrockwardine Wood CE Junior School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

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

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

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.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Area	Actions	Lead
Increasing the extent to which disabled pupils can participate in the curriculum:		
To ensure that all staff have a clear understanding of the SEND Code of Practice.	<ul style="list-style-type: none"> • Training to be provided by the SENCo in staff meetings. • SENCo to feedback after termly SENCo update meetings. • Quality first teaching to be continually monitored and shared – including with staff from other schools. 	<p>SENCo</p> <p>Leadership</p>
To ensure all staff are trained to support the relevant needs within school, including their emotional needs.	<ul style="list-style-type: none"> • Training where required on accommodating for different needs. • Complete an audit to find out gaps in knowledge. • Buy resources to make classrooms more dyslexia friendly. (coloured textbooks, coloured overlays, reading pen) • Introduce ELSA to support children’s emotional needs. • Mindfulness has been adopted in every classroom. 	<p>SENCo</p> <p>Louise Brindley-Jones</p>
Admissions	<ul style="list-style-type: none"> • No pupil to be refused admission on the grounds of disability. • Liaise with infants school about new year 3 intake so potential issues relating to the curriculum, social and physical are identified and addressed prior to children starting in September. 	<p>SENCo/governors</p> <p>Year 3 teachers/SENCo</p>
Attendance	<ul style="list-style-type: none"> • Regular analysis of class registers • Close liaison with Attendance Officer to pursue issues of non-attendance. • School to work with families to ensure full attendance. 	<p>Karen Smart, Julie Henry and teachers</p>
Improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.		
Corridors and outside exits	<ul style="list-style-type: none"> • Make sure corridors aren’t blocked. • Ensure cleaning signs are away. 	<p>Russell Evans and all staff when required</p>
Wheelchair access to fire exits	<ul style="list-style-type: none"> • Ensure fire exits are not blocked - inside and outside. 	<p>Russell Evans and all staff when required</p>
Wheelchair access for room 2.	<ul style="list-style-type: none"> • Fixture to be fitted to allow the main door to be open at all times unless a fire alarm goes off. 	<p>Russell Evans liaising with relevant company.</p>
Improve access of outside areas.	<ul style="list-style-type: none"> • Curb to be lowered from the entrance of the carpark to the playground. 	<p>Russell Evans/SENco</p>

	<ul style="list-style-type: none"> • Outside to be monitored regularly to ensure emergency paths are not blocked. 	
Improving the availability of accessible information to disabled pupils.		
To ensure SEN information on our website for pupils and their families is available in hard copy to those who cannot access the internet.	<ul style="list-style-type: none"> • Ensure paper copies of our SEN provision is available in a hard copy for families who cannot access the internet. 	SENCo
To source interpreters for those children and families who require them.	<ul style="list-style-type: none"> • If any new families need an interpreter, contact the MDT. 	SENCo
Supporting children with EAL/SEND in the classroom and around school.	<ul style="list-style-type: none"> • Using visual cues and diagrams with the written word. 	SENCo

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Resource Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date May 2019 _____

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.