



CURIOUS CHILDREN
GROWING MASSIVE MINDS

Maidenbower Junior School **Accessibility Plan**

Approved by:	Head teacher, SLT and Full Governing Body	Date: December 2020
Last reviewed on:	November 2025	
Next review due by:	November 2026	
Version number:	3	

Rationale

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”.

Definition of Disability

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.

Key Objectives

To reduce and, where possible, eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, staff and visitors with a disability.

Principles

- Compliance with the Equality Act 2010 is consistent with the school’s approach to equal opportunities and the operation of the school’s SEND policies:
- The school recognises its duty under the Equality Act 2010:
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan
 - The Maidenbower 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.
- In performing their duties, governors and staff will have regard to the Equality Act 2010.
- The school recognises and values parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respects the parent’s and child’s right to confidentiality.
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:
 - Setting suitable learning challenges.
 - Responding to pupils’ diverse learning needs.
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objectives above.

Education and Related Activities

The school will continue to see and follow the advice of LA services, such as specialist teacher advisors and SEN inspectors/advisors, and of appropriate health professionals from the local NHS Trusts. 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.

Physical Environment

In collaboration with the West Sussex SEN Team, the school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments' of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. 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.

Provision of Information

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 school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested

Current Accessibility Support

- Classroom support
- Targeted intervention support
- TA support
- 1-to-1 TA Support
- Specialist Support Centre (The Launchpad) for Autistic children.
- A range of interventions such as speech and language support, emotional regulation and fine and gross motor skills.

Behavioural/Emotional

- ELSA Support.
- 'The Den' Nurture room with wellbeing TA.
- Pastoral counselling support
- School Counsellor (currently available once a week) or Pastoral TA's (available every afternoon).

- Referral to appropriate agency e.g. Educational psychologist, Learning and Behaviour Advisory Team or Autism and Social Communication Team.

Physical

- Liaison with school nurse
- Speech and Language therapist
- Physiotherapy.
- Liaison with specialist teacher advisor for physical difficulties to meet individual needs, e.g. Occupational Therapy

Linked Policies:

- Behaviour Policy/Anti Bullying Policy
- SEND and Inclusion Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Teaching and Learning Policy.

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 of action plan showing how the school will address the priorities identified in the plan.

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.

Dated: November 2025

Signed by:

Simon Pike
Head teacher

Signed by:



Pat Wright
Chair of Governo

**Maidenbower Junior School:
Accessibility Plan**

Improving Physical Access:

Question	Recommendations	Time Scale	Priority	Cost	Date Completed
Corridor	Keep all corridors clear from obstructions	Ongoing	High	None	Ongoing
Wheelchair access to main school building.	Ensure wheelchair users have independent access to the building	Ongoing	Low	None	Ongoing
Disabled parking	Disabled spaces available in Maidenbower Junior school car park. Accessible parking available to parents during drop off/collection times.		Low	None	n/a
Disabled Toilets	Disabled toilet available in main corridor, SSC and Studio.	N/A	Low	None	N/A
Changing and Shower facilities	A shower and changing facilities are available in the SSC	N/A	Low	None	N/A

Improving Curriculum Access:

Question	Recommendations	Time Scale	Priority	Cost	Date Completed
To identify barriers to the inclusion of any pupils who, as a result of a disability, may not have full access to the curriculum.	SLT to monitor quality of differentiation and provision for pupils with SEND and make reasonable adjustments to increase the extent the pupil can participate in the curriculum. Ensure all staff in the school are aware of the pupils who have a disability.	Termly	High	None	Ongoing Termly
Interventions	Inclusion Lead/ Class Teachers/ Teaching Assistants to audit	Updated termly	High	None	Ongoing termly

	current interventions and their success/impact on progress. Provision mapping and monitoring to be used across all year groups.				
Classrooms are organised to promote the participation and independence of all pupils	Monitor planning, Drop ins and observations. Audit of resources/learning environments to ensure lessons are planned to meet the needs of all the pupils in the class	Termly	High	None	Ongoing termly
Staff training in the production, implementation and review of ISPs.	Inclusion Lead to deliver training along with relevant staff.	When needed	High	None	When needed
Staff training in supporting pupils with SEND	Inclusion Lead to organise and co-ordinate training relevant to current children's needs e.g. epilepsy, Diabetes type 1, dyslexia, ASC, S&L, team teach, Elsa	Ongoing	High	TBC	Academic yearly
Ensure pupils with a hearing	Work closely with external services e.g.	Ongoing	High	None	Termly

impairment are able to access learning effectively	sensory support, Teacher for hearing impairment to ensure we meet the needs of the pupil				
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Improving the Delivery of Written Information:

Question	Recommendations	Time Scale	Priority	Cost	Date Completed
Availability of written material in alternative formats/languages when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats when needed. School Website is available in a range of language.	Ongoing	High	None	Ongoing
Letters and documents sent out through school communication system for easy access.	Ensure all parents are aware of how to access school communication. Paper copies given to those who are not able to access the school online communication system.	Ongoing	High	None	Ongoing