



Maidenbower Junior School

Accessibility Plan

Approved by:	Head teacher, SLT and Full Governing Body	Date: December 2020
Last reviewed on:	November 2022	
Next review due by:	November 2023	
Version number:	2	

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:

Reviewed: Nov `19, Nov `21, Nov `22

- 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 Children with Autism
- A range of interventions such as narrative therapy, Lego therapy and social skills groups.

Behavioural/Emotional

- Pastoral support
- Peer mediators available every playtime.
- Referral to appropriate agency eg Educational psychologist, Learning and Behaviour Team
- School Counsellor (currently available once a week) or Pastoral TA's (available every afternoon).

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:

School Development Plan

SEND Offer, SEND Information Report

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.

Reviewed: Nov '19, Nov '21, Nov '22

The priorities for the Accessibility Plan for our school were identified by:

The Governing Body

Head Teacher

SENCO

Bursar

Premises Officer

Dated: Nov 2022

Signed by: 

Elaine Jenkins
Head teacher

Signed by: 

Pat Wright
Chair of Governor

Reviewed: Nov '19, Nov '21, Nov '22

Accessibility Plan Action Plan – to review and improve the accessibility of the school for disabled visitors and pupils

Priority/timescale	Action	Responsibility	Cost	Monitoring
Currently completed, review and monitor	<p>Accessibility included in fire safety plan</p> <p>Accessible toilets are available throughout the school, in 3 different locations. (Reception area, in the Specialist Support Centre and in The Studio).</p> <p>All classrooms are on the ground floor. Wheel chair access is provided from the playground/parking area.</p> <p>Designated disabled parking spaces are available in the car parks.</p> <p>An individual evacuation plan would be immediately put in place for any pupil with severe mobility difficulties.</p>	HT and Admin responsible for monitoring and reviewing regularly.	None	HT and governors
<p>Three Year cycle:</p> <p>Year 1:</p> <p>Welcome sign in different languages at school entrance. New reception will have tv screen with running slide show which will include welcome greetings in multiple languages.</p>	<p>Review fire evacuation plans in relation to any children with mobility difficulties or impaired sensory difficulties.</p> <p>New website (Jan/Feb 2022) will have flexibility to view in multiple languages. We will explore the idea of also making the website dyslexic friendly.</p>	HT/Site manager/admin staff/website administrator	£2900	HT and governors

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The Launchpad Sensory room & environment.	Refresh of décor and equipment. Continue to add new sensory equipment (e.g. bubble tube)	Inclusion Manager, SBM	Quotes to be obtained. (£1000-£1500)	Inclusion Manager/ Governors/ SBM
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Priority/timescale	Action	Responsibility	Cost	monitoring
Year 2:	Differentiation in planning, teaching and resources.	All teachers and support staff in class	Resources that support the differentiation of pupils who need additional differentiation.	Governors
On going	Interventions for example: Colourful Semantics, Nessy Reading and Spelling, Lego therapy.	Inclusion Manager to audit current interventions and their success/impact on progress. Resources /Interventions and associated to be sourced following audit	Resources to support interventions	Governors

On going	To improve toilet/restroom facilities near front office in order to accommodate various accessible needs and meet modern requirements for accessibility.	SBM and Premises staff.	Quotes to be obtained.	Governors
Year 3: Science lab not accessible to wheelchair users or children with limited mobility.	Classrooms are organised to promote the participation and independence of all pupils To reorganise layout of Science Lab to accommodate a wheelchair user(s)- assess to lower height tables and equipment.	Quality First Teaching to ensure that lessons are planned to meet the needs of all pupils in the class. Governor to carry out an audit of resources	Resources as above- some resources, such as writing slopes or wobble cushions are already available.	Governors/ Inclusion Manager.
Ongoing/Annually and for all new staff.	Staff training in the production, implementation and review of ILPs and monitoring systems.	Inclusion Manager to deliver staff training to all staff.	Resources as above	Governors
Ongoing	Availability of written material in alternative formats when specifically requested. The school will make itself aware of the services available for converting written information into alternative formats	Inclusion Manager	Resources for alternative formats as required	Governors
Ongoing as new families join the school	Review documentation on website to check accessibility for parents with English as an Additional Language. (New website coming soon).	Headteacher Inclusion Manger	None	Governors

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