



Accessibility Plan

Adoption by Governing Body

..... (Signature of Chair of Governors)

.....June 2018..... (Date)

To Be RevisedJune 2021.....(Date)

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

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.

At Squirrels Heath Junior School, we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled pupils.

The achievement of disabled pupils will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people.

This school uses the “social model” of disability, as the basis for its work to improve equality for and tackle discrimination against disabled people. This model says that it is the world and society that creates barriers that limit or prevent disabled people from enjoying the same opportunities as people who are not disabled.

The plan will be made available online on the school website, and paper copies are available upon request.

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, this 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 he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim: Increasing access to the curriculum

Objective	Actions to be taken	Person responsible	Review Date	Success criteria
To implement a fine and gross motor skills programme with advice from appropriate professionals	<ul style="list-style-type: none"> • Discuss individual pupil with CAD team/ parents/staff to gain an understanding of the barriers to learning • Develop an individualized programme of support • Designate a member of staff to deliver the programme with the child • Deliver appropriate training to staff • Monitor and evaluate effectiveness of the programme 	SENDCoversee designated member of staff/ class teacher	Every half Term	Children who have difficulties with writing are able to demonstrate their knowledge and skills and know that this is valued.
To provide equipment that will support children with motor skills difficulties or conditions that affect their writing	<ul style="list-style-type: none"> • Discuss individual pupil with CAD team/ parents/staff to gain an understanding of the barriers to learning • Decide appropriate resources needed e.g. pencil grips, writing slopes • Monitor and evaluate the progress being made 	SENDcO oversee designated member of staff/ class teacher	Every half Term	The quality and quantity of writing will improve

Aim: Improvements to the Physical Environment

Objective	Actions to be taken	Person responsible	Review Date	Success criteria
To ensure staff are aware of the disabilities of other staff members so that they are able to make adaptations where necessary	<ul style="list-style-type: none">• Meet with individual staff to discuss needs• Adaptations made<ul style="list-style-type: none">○ Layout of the classroom is adapted according to mobility needs e.g desks moved○ Appropriate resources provided e.g. suitable seating/visual aids• Monitor and review	SLT/TEACHERS	ONGOING	All staff are able to carry out their work safely and effectively.

Aim: Improving the delivery of information to disabled pupils and parents

Objective	Actions to be taken	Person responsible	Review Date	Success criteria
To review Individual Health Care Plans with parents, school nurse and pupil (when appropriate)	<ul style="list-style-type: none"> • Meet with parent, pupil and school nurse to discuss needs. • Appropriate staff are made aware of health needs • Training for school staff arranged • Monitor and Review 	SENCo to oversee	Annually	The health needs of pupils are met.
To provide equipment that will support children with motor skills difficulties or conditions that affect their writing	<ul style="list-style-type: none"> • Discuss individual pupil with CAD team/ parents/staff to gain an understanding of the barriers to learning • Decide appropriate resources needed e.g. pencil grips, writing slopes • Monitor and evaluate the progress being made 	SENDCo oversee designated member of staff/ class teacher	Every half Term	The quality and quantity of writing will improve

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing board .

5. Links with other policies

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

- Health and safety policy
- Equal Opportunity policy
- Special educational needs (SEN) information report