

Telford Junior School

Accessibility Plan

2022 – 2025



Approved by: Board of Governors

Date: 29/11/22

Review date: 29/11/23

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

1. Increase the extent to which disabled pupils can participate in the curriculum.
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
3. 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. Telford Junior School aims to provide a happy, stimulating and safe learning environment for all its pupils, so that they can achieve their full potential. The school also aims to develop children's sensitivities, enabling them to become responsible citizens.

The plan will be made available online on the school website, and paper copies are available upon request. Our Equality Policy is central to these aims.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan, working with local schools in our consortium and with specialist services in Warwickshire.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We aim to work with a range of stakeholders in the developing our accessibility plan, including pupils, parents/carers, staff and governors of the school.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

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.

Action Plan

Target	Strategies	Responsibility	Timescale	Success Criteria
<p><i>To increase the extent to which disabled children can participate in the curriculum.</i></p> <p>- Ensure accessibility to Physical Education</p>	<ul style="list-style-type: none"> o Plan PE lessons carefully to take account of any disabilities of pupils in the class; identifying barriers to participation and making modifications to lesson plans, offering alternative ways in which disabled pupils can take part. o Consult with previous teachers. o Consult with SENDCO. o Take advice from specialist services: SEND Supported, Educational Psychology, Occupational Health and Speech & Language. 	<p>Class teacher SENDCO</p> <p>SENDCO to monitor and feedback finding to Curriculum & Standards Committee</p>	<p>On-going</p> <p>Modified lesson plans in place for the start of each term</p> <p>Monitoring in Spring Term 2023, completed by 31/3/23</p>	<p>All pupils with a disability are successfully engaging in PE lessons and progressing their skill level in each lesson.</p>

<p>To increase the extent to which disabled children can participate in the curriculum.</p> <ul style="list-style-type: none"> - Develop good relations amongst pupils of all abilities and of different groups. 	<ul style="list-style-type: none"> ○ Produce a Relationship Policy for the school (SDP 2022/23), promoting good relations between all pupils and incorporating reasonable adjustments in behaviour management strategies. ○ Teaching and behaviour management is 'trauma aware' and understanding of Adverse Childhood Experiences (ACEs) and takes account of specific learning difficulties, including anxiety, autism and ADHD. ○ Put staff training in place to help develop this policy and for its effective implementation. 	<p>Head teacher SENDCO</p>	<p>Policy in place by 31/5/23.</p> <p>Full implementation 4/9/23</p>	<p>Children with a disability are able to access the school's mainstream curriculum and adjustments are made helping them overcome any behavioural barriers to achieving their full potential.</p>
<p>To increase the extent to which disabled children can participate in the curriculum.</p> <ul style="list-style-type: none"> - Ensure accessibility to school visits and trips. 	<ul style="list-style-type: none"> ○ In planning trips and visits, ensure that the activity leader undertakes an Equality Impact Assessment, recorded alongside the activity's risk assessment. ○ Save this impact assessment to EVOLVE. ○ Monitor that this process is being completed for all trips and visits. ○ Activity leader to evaluate the trip/visit once it has taken place, including an evaluation of access arrangements for pupils with a disability. 	<p>Education Visits Co-ordinator (EVC)</p> <p>SENDCO</p>	<p>Explain practice and expectation to staff, completed by 30/11/23</p> <p>On-going good practice, monitored by EVC.</p> <p>EVC to report to Curriculum</p>	

			& Standards Committee on successful implementation of this good practice in June 2023.	
<p>To increase the extent to which disabled children can participate in the curriculum.</p> <ul style="list-style-type: none"> - Promote positive attitudes toward disability. 	<ul style="list-style-type: none"> o Promote positive attitudes towards disability, promoting peer support and collaboration in school and learning. o In developing our curriculum, our cross-curricular learning and our curriculum enrichment, we will look for opportunities to promote a knowledge and understanding of diversity. 	Subject leaders	<p>On-going</p> <p>Evaluation of progress with this aspect of our curriculum development in the Summer Term, completed by 30/6/23.</p>	Children work collaboratively in lessons and in play, supporting the wellbeing and educational progress of children with a disability.
<p>To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.</p>	<ul style="list-style-type: none"> o Undertake a Health & Safety audit of the school site to check access to and access from all areas of the school. o Involve Health & Safety governor and Warwickshire Health & Safety Officer. o Produce a list of improvements that could be made to the site, cost these and prioritise. 	Head teacher Health & Safety Governor	<p>Audit to be completed by 30/6/23, with actions and timescale for improvements presented to governors by 30/9/23.</p>	The school site is fully accessible to children and adults with a disability.

<p>To improve the availability of accessible information to disabled pupils.</p> <ul style="list-style-type: none"> - Ensure the school provides families with accurate and supportive information about our SEND provision. 	<ul style="list-style-type: none"> ○ To maintain current information about the school's SEND provision on the school website. ○ To signpost relevant SEND information to families on a case by case basis, through the school newsletter and via the school website. ○ To ensure accurate SEND information and advice is provided to parents/carers at parent consultation appointments and when responding to concerns or queries raised at other points in the school year; class teachers to support the SENDCO in this process through accurate pupil tracking, accurate and current education plans (I.S.P.s) and dialogue with parents/carers. 	<p>Teachers SENDCO</p>	<p>On-going. Monitored by SENDCO as part of SLT monitoring arrangements in the Summer Term (by 30/6/23).</p>	
<p>To improve the availability of accessible information to disabled pupils.</p> <ul style="list-style-type: none"> - Ensure suitable curriculum adaptations are in place to support the learning of SEND pupils. 	<ul style="list-style-type: none"> ○ Teachers to simplify language and vocabulary for SEND pupils, as required, making communications as accessible as possible. ○ Teachers to simplify language and structure of activity sheets, ensuring there is appropriate differentiation for SEND children (work with teaching assistants to achieve this goal). 	<p>Teachers</p>	<p>On-going. Monitored by SENDCO as part of SLT monitoring arrangements in the Summer Term (by 30/6/23).</p>	

	<ul style="list-style-type: none">○ Display subject specific vocabulary to support all learners, in particular those with SEND.○ Use pre-teaching and follow sessions to address misconceptions; teachers to lead teaching assistants in how best to structure these sessions, if they cannot be incorporated into the lesson.○ Teachers to liaise with families of SEND children around suitable home learning and practising of skills with which they might be struggling.			
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