

Telford Junior School

Accessibility Plan

2025 – 2028



Approved by: Local Governing Board

Date: 28/1/25

Review date: January 2028

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 pupils with disabilities can participate in the curriculum.
2. Improve the physical environment of the school to enable pupils with disabilities to take better advantage of the education, benefits, facilities and services provided.
3. Improve the availability of accessible information to pupils with disabilities.

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 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 a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Action Plan

Target	Strategies	Responsibility	Timescale	Success Criteria
<p>To increase the extent to which pupils with a disability can participate in the curriculum.</p> <ul style="list-style-type: none"> - Ensure accessibility to Physical Education 	<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 findings to the LGB.</p>	<p>On-going</p> <p>Modified lesson plans in place for the start of each term, where required.</p> <p>Monitoring in the Spring Term 2026, as part of the school's annual</p>	<p>All pupils with a disability are successfully engaging in PE lessons and progressing their skill level in each lesson.</p>

			monitoring cycle.	
<p>To increase the extent to which pupils with a disability 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"> o Relationships Policy promotes good relations between all pupils. o Includes expectation that reasonable adjustments are applied to behaviour management strategies. o Teaching and behaviour management is 'trauma aware', understanding of Adverse Childhood Experiences (ACEs) and takes account of specific learning difficulties, including anxiety, attachment, autism and ADHD. o Build on previous staff training to ensure the effective implementation of this policy. o Deliver whole staff CPD on autism awareness alongside North Leamington School, as part of a Trust programme to achieve accreditation from the Autism Trust. 	<p>SLT SENDCO</p>	<p>Autism awareness CPD delivered during Spring & Summer term 2025.</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 pupils with a disability 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"> o In planning trips and visits, ensure that the activity leader undertakes an Equality Impact Assessment, recorded alongside the activity's risk assessment. o Save this impact assessment to EVOLVE. 	<p>Education Visits Co-ordinator (EVC) SENDCO</p>	<p>Remind staff of practice and expectation during Spring Term 2025.</p>	

	<ul style="list-style-type: none"> ○ 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. ○ Ensure these evaluations take account of the full range of potential disabilities. 		<p>On-going good practice, monitored by EVC.</p> <p>EVC to report to LGB on successful implementation of this good practice in September 2025.</p>	
<p>To increase the extent to which pupils with a disability can participate in the curriculum.</p> <p>- Promote positive attitudes toward disability.</p>	<ul style="list-style-type: none"> ○ Promote positive attitudes towards disability, promoting peer support and collaboration in school and learning. ○ 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 how successful the school is in achieving this goal during Autumn Term 2025.</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 pupils with a disability to take better advantage of education, benefits, facilities and services provided.</p>	<ul style="list-style-type: none"> ○ Undertake a Health & Safety audit of the school site to check access to and access from all areas of the school. ○ Involve Safety and Premises Governor. ○ Share report with ETMAT Estates Manager. 	Head teacher Health & Safety Governor	Audit to be completed by December 2025, with actions and timescale for	The school site is fully accessible to children and adults with a disability.

	<ul style="list-style-type: none"> ○ Produce a list of improvements that could be made to the site, cost these and prioritise. 		improvements presented to governors in January 2026.	
<p>To improve the availability of accessible information to pupils with a disability.</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. 	Teachers SENDCO	On-going. Monitored by SENDCO as part of SLT monitoring arrangements in the Spring Term, as part of the school's annual monitoring cycle.	
<p>To improve the availability of accessible information to pupils with a disability.</p> <ul style="list-style-type: none"> - Ensure suitable curriculum adaptations 	<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 	Teachers	On-going. Monitored by SENDCO as part of SLT monitoring arrangements.	

<p>are in place to support the learning of SEND pupils.</p>	<p>there is appropriate adaptive resources and teaching in place for SEND children (work with teaching assistants to achieve this goal).</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 up 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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Monitoring Arrangements

This document will be reviewed every 3 years, but it may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the Local Governing Board.

Links with Other Policies

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

- ETMAT Health & Safety Policy.
- Equality Information and Objectives Policy.
- SEND Policy.
- SEND Report (published on the school website).
- Supporting Pupils with Medical Conditions Policy.