



'Learning for a Fuller Life....'

Accessibility Plan

As a Church of England school, we see it as our duty to give children and members of the school community the skills to maximise their engagement with the world around them, enable them to grow spiritually, emotionally and personally, and develop the character and values which will serve them well in future life and support success.

Formally adopted by the Governing Board/ Trust of:-	Taverham Junior School
Latest review:-	3/2/20
Chair of Governors/Trustees:-	Chris Wilson-Town
Next Review:-	Jan 2024

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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.

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.

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.

To improve the extent to which disabled pupils can participate in the curriculum

Current Good Practice	Targets	Action	Person responsible	Time scale	Progress (to be updated)
<ul style="list-style-type: none"> • TJS offers a differentiated curriculum for all pupils • Resources are used to support access to the curriculum where necessary e.g. laptops, writing slopes • Curriculum progress is tracked for all pupils • All children who meet the criteria are placed on the SEN record and will have a Learning Support Plan, which contains individual targets that are reviewed regularly • Participation in clubs is open to all pupils and priority is given where appropriate • The curriculum is broad and balanced ensuring that all children get a wide range of opportunities • Transition is carefully planned to meet the needs of vulnerable pupils, including those with a disability. SENCO meets with parents of vulnerable children • External agencies are regularly used to support children with additional needs 	<p>To ensure that the curriculum meets the aims of the school in learning for a fuller life for all children</p>	<p>To undertake a review of the curriculum, linking it to school aims, focusing on intent, implementation and impact for all pupils</p>	<p>HT All teaching staff</p>	<p>Jan – Sept 20 and then ongoing</p>	<p>Nov 21 To be finalised and published on website Jan 22</p>
	<p>To ensure that all children, particularly those with SEND are prepared as fully as possible for transition</p>	<p>Increase the number of transition days for all pupils in the cluster to 2. Ensure that there are a number of additional opportunities for vulnerable children (and parents) to visit TJS so that their needs can be met</p>	<p>Yr3/Y6 staff SENCO</p>	<p>May 2020 onwards and then ongoing</p>	<p>Nov 21 Transition has had to be modified due to covid restrictions. However, all children from infant schools have been able to visit before starting in September It is hoped that the 2 day transition will be able to take place in July 22</p>
	<p>All staff (and children) have an increased awareness of disabilities (ASD, ADHD, diabetes, physical disabilities)</p>	<p>Training to be provided on identified issues or for specific children Awareness of mental health to be developed in school Health care plans in place and maintained SEND record regularly updated Implement the new SRE and health curriculum SENCO has clear understanding of medical needs provision</p>	<p>SENCO Mental Health Champions PSHE co-ordinator</p>	<p>To be developed in 19/20, and then ongoing</p>	<p>Nov 21 Two mental health champions are in place in school and the SENCO has completed the DfE well being project, producing an annual mental health action plan. The SEN record is regularly updated together with a monitoring list, The RSHE curriculum is fully</p>

					in place. Various training has taken place on specific SEND issues
	To ensure that children with disabilities have access to extra curricular activities	Monitor attendance at extra curricular activities. If disabled children are under-represented, look at how clubs can be made more accessible	Pupil Premium lead	Ongoing	Nov 21 Clubs have not been operating fully due to covid, but are usually accessible to all with adjustments being made where possible

Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

Current Good Practice	Targets	Action	Person responsible	Time scale	Progress (to be updated)
<p>The environment is adapted to meet the needs of the pupils are required:</p> <p>Reasonable adjustments are made to the environment to ensure accessibility for children and staff with disabilities:</p> <p>Reports for individual children by for example OTs are acted upon as far as possible</p>	To ensure the environment is as accessible as possible to a child who is joining the school in Sept 20	<p>Follow the advice of the OT report (25.11.19), which includes minor reasonable adjustments to arrangements in school, training and some additional resources</p> <p>Complete PEEP</p>	SENCO Class teacher and 1:1 support	In place for Sept 20 and then ongoing monitoring	Nov 21 Adjustments have been put in place for children with physical disabilities. Currently awaiting a ramp for the new music provision. All PEEPs written
<p>Corridors are wide and accessible to wheelchairs</p> <p>There are two disabled toilets</p> <p>Sound field is used in the class to support a child with hearing impairment</p>	To provide appropriate physical environments for individual children where necessary	<p>Continue to develop sensory room as a quiet space for children who need this</p> <p>Create safe spaces for children who needs somewhere to retreat to</p> <p>Ensure there are appropriate areas to use for children with medical needs (and necessary training for adults)</p>	All staff SENCO	Ongoing	Nov 21 Small sensory room has been completed. Identified children have an agreed place to go when they are struggling.

					Appropriate medical needs and first aid training has been completed
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Improve the availability of accessible information to disabled pupils

Current Good Practice	Targets	Action	Person responsible	Time scale	Progress (to be updated)
Adjustments are made and resources put in place to support disabled pupils where necessary e.g coloured filters, adjusting the interactive board in terms of colours and fonts used Task planners are used for children who need visual information	To ensure that any adjustments to provide accessible information to disabled pupils are used consistently in classes	Check that visual timetables, coloured overlays etc. are being consistently implemented	SENCO Class teachers	Ongoing	Nov 21 Adjustments for children are being made and these are outlined on learning support plans for children on the SEN record
Visual timetables are used in all classes (individual visual timetables are in place where necessary) Now and Next boards are used where required Audio sound field is used where needed Staff are aware of some parents who struggle to access written information and support them accordingly	To ensure that children who need support with writing are provided with appropriate technical resources such as laptops (including referral to ATT)	Complete ATT referrals as necessary (when supported by a health practitioner) and ensure that this equipment is used effectively in class. Maximise effective use of laptops/ipads for children who need support, particularly in writing	SENCO Class teachers	Ongoing	Nov 21 Relevant referrals have been submitted and assessments have been carried out. Laptops are provided to a number of children either for specific interventions or to support writing
Text messages and emails are used to provide information to parents					

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Teaching and Learning Protocol
- Behaviour Protocol

