

Accessibility Plan

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Written By Sheffield City Council

Monitoring Arrangements Every 3 years

Reviewed By V Singleton

Date Reviewed/Updated September 2021

Have you made any updates? No

Signed: _____

Next Review Due September 2024

Date Ratified by Governors October 2021 (Resources Committee)

Signed: _____

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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.

Compliance with the DDA is consistent with Stocksbridge Junior School's aims and equal opportunities policy, and the operation of our SEND policy. We recognise our duty under the DDA:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- Not to treat disabled pupils less favorably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

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.

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.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of school.

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	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Stocksbridge Junior School follow the graduated approach and the four-part cycle of assess, plan, do, review.</p> <p>The class or subject teacher works with the SENCO to carry out a clear analysis of the pupil's needs. This draws on questionnaires, observations, assessments, advice and assessments where needed from external agencies, monitoring of behaviour scores, views from the pupils and parents/carers.</p> <p>All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. Support is regularly reviewed along with interventions and their impact on the pupil's progress.</p>	<p>Long term objectives</p>	<p>SENCO to work alongside class teachers</p>	<p>SENCO</p>	<p>Ongoing</p>	

	<p>Stocksbridge Junior School offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment needs to be adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>Long term</p>	<p>The environment needs to be adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair- 	<p>Headteacher / School Business Manager</p>		

			accessible height			
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Coloured overlays • Desk slants • Coloured interactive whiteboards 	Long term objective	Review effectiveness of communication strategies across the school	SENCO / Headteacher		

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 Resources Committee.

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 & disability (SEND) information report
- Supporting pupils with medical conditions policy
- School Development Plan
- Behaviour policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of Floors	Stairs are kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Caretaker	Ongoing
Corridor access	Corridors are kept clean, tidy and free from obstruction at all times	Maintain and ensure access	Caretaker	Ongoing
Entrances	Double doors – accessible for wheelchair (big yard)	Ramp required for main entrance	Headteacher	Ongoing
Reception area	Automatic front door	Ramp required for main entrance	Headteacher	Ongoing
Internal signage	Large signs in place	None required	Headteacher	Ongoing
Emergency escape routes	Fire evacuation in place	Ensure weekly testing of system and maintenance	Caretaker	Ongoing