

Crofton Junior School



Accessibility Plan October 2019

At Crofton Junior School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

'A person who has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'. Physical or mental impairment includes sensory impairments and also hidden impairments.

In the DDA:

- 'substantial' means 'more than minor or trivial'.
- 'Long term' means 'has lasted or is likely to last more than 12 months.'

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- incontinence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

Crofton Junior School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are

committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Crofton Junior School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to: -

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe:
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Our Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. and addresses the following areas:

- Physical facilities – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors
- School curriculum – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.
- Support services – access to services within and external to the school to support families where a disability is identified
- Awareness – building awareness of staff through training and development and heightening children's awareness of issues related to disability
- Communication of information – how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

		SENCo role in school continues to have a positive impact on children with SEND.	
Deliver training at staff meetings to ensure best practice around meeting the needs of learners with SEN/D (e.g. dyslexia friendly classroom, ASD friendly classrooms, SEN friendly classrooms).	Ongoing	Training to be matched to the priorities determined by current school population	SLT/SENCo/ class teachers
Audit attendance /membership of school clubs by pupils with SEN/D to ensure full access	Ongoing	Reasonable adjustments are considered to encourage access by all pupils regardless of SEND	SLT/SENCo/ Sports leaders
Purchase ICT equipment for specific children EHCP	Ongoing	Ongoing assessment of SEND need in school to ascertain requirements	SENCo/SLT
Specific staff attend training to meet the needs of all learners	Ongoing	Training of support staff/Learning Mentor in line with the needs of individual pupils supported	SENCo/ Advisory services
Liaise with infant schools about potential intake for the following year.	October 2019 – July 2020	Key staff are aware of the needs of any children with SEND; staffing needs are taken into account; relevant training has been undertaken and appropriate transition plans are in place.	SENCo Y3 Teaching staff
PHYSICAL ACCESS			
Action to be taken	Timescale	Success Criteria	Person(s) Responsible
Ensure the fire evacuation and lockdown procedures are inclusive of all pupils.	Ongoing	All pupils to be able to evacuate the building or undertake lockdown procedures safely along with all other pupils.	Headteacher SLT

