

Making the most of your plan

Step 1: Find and replace 'Alexandra Park Junior School' with your school's name (top tip: press Ctrl H to find and replace all instances in no time).

Step 2: We have used certain names for policies, procedures and roles throughout this plan. Find and replace the following terms with what they are known as in your school:

Roles

- Headteacher
- Chair of governors
- SENCO
- Governing board

Policies and procedures

If your school does not have all the below policies, make sure you replace the relevant document names to suit your school's circumstances.

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy


Please note: The majority of the responsibilities assigned to roles are recommendations only – you must amend them to suit your school's circumstances.

Step 3: As you read through the plan, there is other school-specific information that you must amend. To help you find these amendable elements, such as timescales, we've highlighted them as follows:

1. **Orange, bold and underlined text** – this is for information that needs to be amended to suit your school's processes
2. **[Orange and bold text]** – this is for information that should be included or removed depending on your school type and phase
3. **[Grey filled and bold text]** – this is for instructional information that should be removed

Step 4: We have highlighted the new and updated information in this plan in **[aquamarine filled and bold text]**. As you read through the plan, you can remove these markers or leave them in so those reading the plan can easily see what information has been updated or what's new.

Step 5: Enter your review date – remember to make a note!



Step 6: When you've finished amending your document, simply click the 'Insert' tab, select 'Cover Page', and click 'Remove Current Cover Page' to remove these pages. If you would like to remove the borders from the plan, click 'Design' and select 'Page Borders'. From the pop-up, select 'None' and then make sure this applies to the whole document.

Step 7: Add this plan's article page to your 'Watch list' to be notified immediately when any change is made to this plan.

Your school's unique, so your plan must be too!

You must ensure that any plan derived from the guidance in this model plan reflects your establishment's specific requirements. When making changes to certain policies, such as those affecting pay and conditions, schools are required to consult with any recognised unions. Further information regarding your requirements to consult with recognised unions can be found [here](#).

Alexandra Park Junior School

Accessibility Plan

Date plan last reviewed:

September 2024

Signed by:

_____ Headteacher

Date: _____

_____ Chair of governors

Date: _____

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Statement of intent

This plan outlines how Alexandra Park Junior School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

[Please note that the actions in the tables below are examples only. You must amend the content of the tables to reflect your school's actions]

Planning duty 1: Curriculum

Aim	Current Good Practice	Objectives	Actions to be taken	Responsible	When?	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>AP offers an adaptive curriculum for all pupils.</p> <p>AP use resources tailored to the needs of pupils who require additional support to access the curriculum.</p>	<p>To use ICT to support learning</p>	<p>Install software for children to access as part of learning.</p> <p>Staff CPD Sessions</p>	<p>IT HV</p>	<p>October 24th 2024</p>	<p>5 devices will have Clicker to support children with writing as a barrier to learning.</p> <p>Training around Hearing Impairment devices to support new teacher.</p>
	<p>Curriculum resources include people from different ethnic, gender and disability backgrounds.</p>	<p>All educational visits to be accessible for all.</p>	<p>Risk assessment</p> <p>Work with place visiting.</p> <p>Guidance on how to ensure accessible.</p>	<p>All Staff</p>	<p>Ongoing throughout the year.</p>	<p>All children will access enrichment activities.</p> <p>Some enrichment takes may be adapted.</p>
	<p>Curriculum progress is tracked for all children.</p> <p>Targets are set effectively and</p>	<p>Review the PE Curriculum to ensure that it is accessible for all the children.</p>	<p>Gather information on accessible PE and disability sports.</p> <p>Order appropriate resources to</p>	<p>HV SC</p>	<p>Ongoing throughout the year.</p>	<p>Celebration of disabilities within sports.</p> <p>Children to access PE sessions with equipment.</p>

	appropriately to the pupils needs.		ensure access to PE Curriculum.			
	The curriculum is reviewed to ensure it meets the needs of all pupils.	Increase confidence of all staff in adapting the curriculum.	Online CPD Units INSETS Training (Outside) Coaching Planning sessions.	HV	Ongoing throughout the year.	

Planning duty 2: Physical environment

Aim	Current Good Practice	Objectives	Actions to be taken	Responsible	When?	Success Criteria
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bay • Disabled toilet • shelves at wheelchair - accessible height • Work with the visual/ physical impairment team. • All fire escape routes are suitable for all. *Hessian displays throughout school.	For all staff to be aware of access plans for individual children and staff.	To create access plans for individual disabled pupils and part of the Child Centred Review. Recruitment process and access needs.	All Staff	Every Term	
		Ensure that all pupils can safely be evacuated.	Regular practise	All Staff	Every term	
		For the disabled toilet to be clear and kept tidy.	All lost property to be sorted and organised	Office Staff	September 24	

Planning duty 3: Information

Aim	Current Good Practice	Objectives	Actions to be taken	Responsible	When?	Success Criteria
<p>Improve the delivery of information to pupils with a disability</p>	<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, pictures, enlarged print. • Large print resources • Braille, if necessary • Pictorial or symbolic representations • Task management boards • Information for parents is accessible - letters and text messages. • Different languages displayed 	<p>To provide information to parent to ensure it is accessible.</p>	<p>Provide information and letters in clear print in 'simple' English. Translate</p>	<p>All Staff</p>	<p>Every Term</p>	
			<p>School office will support and help parents to access information and complete school forms.</p>	<p>All Staff</p>	<p>Every term</p>	
			<p>School Website to be accessible by the visually impaired.</p>	<p>Office Staff</p>	<p>September 24</p>	

		Ensure that staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information.			
			Develop child friendly formats and translate if possible.			
		Information shared in parents meetings, annual reviews.	Translator when possible.			
		Provide information in other languages for pupils who have difficulty hearing or language problems.	Website/ Dojo			
			Pictures and symbols			

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is date. Any changes to this plan will be communicated to all staff members and relevant stakeholders.