

Thomas A Becket Junior School



Accessibility plan

Approved by:	S. Saunders	Date: 13/10/23
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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 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

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 aims of our school speak of valuing the individuality of all of our children. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of race and religion, attainment, age, disability, gender or background.

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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the 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 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 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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/Objective	Actions/Strategies	When	Success Criteria	Monitoring and Evaluation
Increase access to the curriculum for pupils with a disability	Curriculum is differentiated/adapted for all pupils	Within LTP, MTP and STP	Pupils will be able to access the curriculum at an appropriate level to meet their needs	SLT/YL and SL
	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.	As and when required	Children will develop independent learning skills	Reviewed at PLP meetings by Inclusion Team and when any new needs emerge
	Curriculum resources include examples of people with disabilities	Review termly	Pupils will have access to a diverse range of literature and display to support inclusivity	SLT/SL
	Curriculum progress is tracked for all pupils, including those with a disability and targets are set effectively and are appropriate for pupils with additional needs	Termly	Pupils will make appropriate progress and provision will be reviewed appropriately Barriers to learning will be reduced or removed, enabling children to achieve their full potential. Challenging targets will be set on an individual basis	Teachers and SLT at pupils progress meetings
	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed (use ARA for KS2 SATs)	Termly at assessment points in Y3-5, and in line with the ARA (Assessment Reporting Arrangements) for Y6 SATs.	Children will have the appropriate access arrangements for their assessments	CT/SLT/Inclusion team

	The curriculum is reviewed to make sure it meets the needs of all pupils	Curriculum reviews annually at the end of the year.	Curriculum will meet the needs of the learners	SL/SLT
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Aim/Objective	Actions/Strategies	When	Success Criteria	Monitoring and Evaluation
Improve the delivery of information to pupils with a disability	Seek and act on advice from sensory support advisor on individual pupil requirements Information will be available in a variety of formats to meet the needs of the pupils:	On-going and in conjunction with the sensory support team if needed	Pupils will be able to access information in the format required to meet their needs.	SLT/Inclusion team
	<ul style="list-style-type: none"> • Large print resources with a clear font • Braille • Use of magnifier, enlarged on monitor • Induction loop/soundfield • Acoustic adaptations on classrooms • Pictorial or symbolic representations 			

Aim/Objective	Actions/Strategies	When	Success Criteria	Monitoring and Evaluation
Improve the delivery of information to parents with a disability	Ensure that written material is available in alternative formats and published on the school website. Consider the following:	On-going	Information will be accessible for all parents, staff will be aware of and share information about parents who may need some	Teaching staff /SLT

	<ul style="list-style-type: none"> • Provided translated documents where appropriate. • Large print resources • Braille • Induction loops • Support access to voice text/information 		information adapted in order to access it.	
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Aim/Objective	Actions/Strategies	When	Success Criteria	Monitoring and Evaluation
Improve and maintain safe access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Access to ground level classroom within each year team • Awareness of flooring, furniture and layout in planning for disabled pupils 	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as the budget allows.	The environment will be accessible to all learners	<p>On-going as part of the health and safety reviews and will be part of the maintenance schedule.</p> <p>Governors/Premises staff and SLT</p>

	<ul style="list-style-type: none">• Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint Trip hazards identified and addressed, with support from the Sensory Team where applicable			
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4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by The Inclusion Team and the governor responsible for overseeing SEND/SLT. It will be approved by Pupil Welfare Committee.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report/Policy
- Inclusion Policy
- Supporting pupils with medical conditions policy