



Accessibility Plan

Courthouse Junior School

Approved by: Governing Board

Date: 19/1/22

Last reviewed on: January 2022

**Next review due
by:** Spring 2025

Legislation

S 149 Equality Act 2010 provides a single Public Sector Equality Duty (PSED) that applies to public bodies, including maintained schools and Academies. Under the PSED a public authority must, in the exercise of its functions, have due regard to the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by or under this Act;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share.

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.

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 helper or adjustments to premises.

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.

Definitions

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.

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 the governing board.

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 and disabilities (SEND) information report
- Supporting pupils with medical conditions policy

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Access to the curriculum				
<p>Current good practice:</p> <ul style="list-style-type: none">• Resources tailored to the needs of children who require support to access the curriculum.• Expertise in supporting emerging SEND and addition to SEND register• Expertise in scaffolding and targeted intervention• Identify and remove barriers to learning and participation for children with SEND• Curriculum resources include examples of people with disabilities.• Progress is tracked for all children including those with disabilities.• Appropriate targets are set for children with additional and special needs.• The curriculum is regularly reviewed to ensure it meets the needs of and is representative of all children.• Children with a disability are encouraged to visit prior to the induction day and as often as is appropriate.• All children participate in school visits and clubs.				
Targets	Actions to be taken	Timeframe	Responsibility	Outcome
Continue to improve provision for children with speech, language and communication needs	<ul style="list-style-type: none">• Staff training• Access LA support through area SENDCo, educational psychologist and speech / language support• Specialist training for two teaching assistants to drive the work• Collaboration within the Alwyn and Courthouse Federation	2021-2022	Inclusion leader	

Access to the physical environment

Current good practice:

The environment is adapted to meet the needs of children as required:

- Ramps wherever there are steps
- Wide corridors
- Disabled parking bay
- Disabled toilet and changing facilities, including hand rails
- Resources at wheelchair accessible height
- Children with physical disabilities are allocated downstairs classrooms

Treat all applicants for employment fairly and do not discriminate against because of any disability.

Targets	Actions to be taken	Timeframe	Responsibility	Outcome
Respond to emerging needs in a timely manner	<ul style="list-style-type: none"> • Review environment when a child with a particular disability is admitted • Liaise with parents, previous setting and specialist support groups as necessary • Access survey when a child with needs is admitted or moves to a new classroom • Corridors kept clear • Furniture, equipment and resources selected, adjusted and located appropriately e.g. pegs and sinks at appropriate height. • Observation of pupil around school. • Peers made aware of the child's special needs as appropriate. • PEP (Personal Evacuation Plan) devised for all children with a physical disability. 	Ongoing	Executive Headteacher Inclusion leader	

Access to information				
<p>Current good practice:</p> <ul style="list-style-type: none"> • All correspondence to continue to be written in plain English and using a clear font • Variety of formats for messages, including video • Identify parents/carers who have disabilities that could affect their interaction with the school • Clear signage • Large print resources, interpreters and induction loops available 				
Targets	Actions to be taken	Timeframe	Responsibility	Outcome
Continue to ensure that there are no communications barriers with any member of the school community.	<ul style="list-style-type: none"> • Good use of ICT • Clear speaking during presentations and hand-outs available • Lesson planning • Observations • Pupil interviews • SEN monitoring • SEND support plan reviews • TA feedback • Parent/carer questionnaires • Advice to be taken from professional/voluntary agencies when necessary 	Ongoing	Executive Headteacher	

Action Plan 2019 – 2022 Reviewed:

Access to the curriculum for pupils with a disability					
Current good practice	Time Frame	Objectives	Actions to be taken	Person responsible	Outcome
<p>Our school ensures equality of access to the full curriculum for all children.</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</p>	Ongoing	<p>Continue to develop staff awareness of children with Special Educational Needs and Disabilities.</p> <p>Provide specialist training for teachers / support staff to support pupils with particular disabilities when a pupil with a particular disability is admitted.</p>	<p>INSET Training</p> <p>Professional learning sessions</p> <p>Liaison with external agencies e.g. school nurse service</p>	<p>Headteacher</p> <p>SENDCO</p> <p>Class teacher</p>	<p>Children make good progress.</p> <p>Confidence demonstrated by staff when teaching and interacting with a child with a disability.</p>
	Ongoing	<p>All staff continue to have high expectations of all pupils and strive to remove barriers to learning and participation.</p>	<p>Professional learning sessions.</p> <p>Training and purchase of resources,</p> <p>Planning, assessment & tracking.</p> <p>Lesson observations</p> <p>IEPs & SEND register</p> <p>P Scale records</p> <p>Liaison with parents/carers</p> <p>Assessment records</p>	<p>Headteacher</p> <p>SENDCO</p> <p>Class teacher</p> <p>Support staff</p>	<p>Children make good progress.</p>
	Ongoing	<p>Lessons continue to provide opportunities for all pupils to achieve.</p> <p>Staff continue to recognise and plan for additional time and effort needed by some disabled pupils (e.g. lip reading by hearing impaired children).</p> <p>All staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work.</p>	<p>Planning</p> <p>Lesson observations</p> <p>IEPs</p> <p>P Scale folders</p> <p>Tracking pupil progress</p>	<p>Headteacher</p> <p>SENDCO</p> <p>Class teacher</p> <p>Support staff</p>	<p>Children make good progress.</p>

meets the needs of all pupils.	Ongoing	<p>Rigorous analysis of pupil achievement data for those who are on the SEND register</p> <p>All teachers (and governors) to understand what our assessment data tells us.</p>	<p>Progress of all pupils tracked</p> <p>All appropriate data passed to new teacher at end of school year</p> <p>Staff meetings tracking pupil progress through in-school assessments Analyse School Performance data</p> <p>Regular data presentation to governors</p> <p>Transition meetings with feeder schools</p>	Headteacher SENDCO Class teacher	<p>Staff gather information/data to accurately track the progress of children with SEND.</p> <p>All teachers understand the assessment process, use it for planning and use it to ensure all pupils are making at least good progress.</p>
	Ongoing	School visits continue to be accessible to all pupils regardless of attainment or impairment.	<p>Risk assessments made</p> <p>Pre-visit when appropriate</p> <p>Appropriate adult/child ratios</p> <p>Close liaison with parent/carer</p>	HeadteacherSE NDCO Class teacher	All children participate fully in all school visits. Appropriate risk-assessments prepared.
	Every year	<p>Pupils with a disability encouraged to visit our school prior to the induction day and as often as is appropriate.</p> <p>Our pupils with a disability encouraged to visit their next school prior to the induction day and as often as is appropriate.</p>	Parents / carers informed of this opportunity and encouraged to take it up.	Headteacher SENDCO Class teacher	Those pupils with particular needs and/or concerns visit the school and become more confident in the transition. Meet with members of staff from previous setting if appropriate.

Access to the physical environment for pupils with a disability

Current good practice	Time Frame	Objectives	Actions to be taken	Person responsible	Outcome
<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps (some) • Corridor width • Disabled parking bay • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Hand rails 	Prior to & when a child is admitted	Building modification to take into account the needs of the child when a child with a particular disability is admitted.	Appropriate strategies taken according to the needs of the individual. Parents / carers to be consulted. Disabled societies/groups to be consulted.	Headteacher SENDCO Class teacher Site controller	Children able to move freely and safely around the whole school.
	Ongoing	The layout of all areas, including classrooms, to allow access for all pupils. Purchase portable ramps if needed.	Appropriate strategies taken according to the needs of the individual. Parents / carers to be consulted. Disabled societies / groups to be consulted Corridors kept clear. School kept as tidy as is appropriate. Site controller to monitor areas to ensure they are accessible. Teachers evaluate the use of space and furniture in classrooms and organise to ensure access for all pupils. Pupils encouraged to push their chairs in/keep their classroom tidy.	Headteacher SENDCO Class teacher Site controller	Children able to move freely and safely around the whole school.

	Prior to & when a child is admitted	<p>Access survey completed when a pupil with a particular disability is admitted and moves to a new classroom to ensure that there are no physical barriers to access for pupils with a range of disabilities.</p> <p>Classrooms optimally organised for disabled pupils (for example swapping from 1st floor to ground floor if necessary).</p> <p>Furniture, equipment and resources selected, adjusted and located appropriately e.g. pegs and sinks at appropriate height.</p>	<p>Consultation with pupil. Regular review of premises with particular children in mind. Observation of pupil around school. Consultation with parents / carers and appropriate agencies. Peers made aware of the child's special needs as appropriate.</p>		<p>Children able to move freely and safely around the whole school.</p> <p>Full physical access to the curriculum.</p> <p>All furniture/ equipment and resources are fit for purpose.</p>
	Prior to & when a child is admitted	<p>PEP (Personal Evacuation Plan) devised for all children with a physical disability.</p>	<p>Headteacher/SENDSCO to write Personal Evacuation Plan in consultation with teacher and pupil and parents/carers.</p>		<p>All children with a disability to have a Personal Evacuation Plan so all children able to exit school safely in an emergency and practice.</p>

Access to information for pupils and adults with a disability					
Current good practice	Time Frame	Objectives	Actions to be taken	Person responsible	Outcome
<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources, if appropriate • Braille, if appropriate • Induction loops if appropriate • Pictorial or symbolic representations • Sign language interpreter if required 	Ongoing	Staff familiar with technology and practices to assist pupils / parents and carers / visitors with disabilities e.g. positioning when talking to a hearing impaired person.	Appropriate training when necessary.		Pupils/parents and carers / visitors feel welcomed and understand everything around them.
	Ongoing	All correspondence to continue to be written in plain English and using a clear font.	Clear font used for all correspondence.		All correspondence clearly written.
	At the start of each school year and when children join in year	Identify parents who have disabilities that could affect their interaction with the school.	High level of awareness from all staff. Information shared with other members of staff.		School aware of and able to meet needs of disabled parents in relation to their child in school.
	At the start of each school year and when children join in year	<p>Ensure that there are no communications barriers with any member of the school community.</p> <p>All staff to continue to ensure that both in lessons and parent / carer meetings/presentations information is presented in a user-friendly way for people with disabilities e.g. by reading aloud overhead projections and describing diagrams, making use of interpreters</p>	<p>Good use of ICT Clear speaking during presentations and hand-outs available</p> <p>Lesson planning</p> <p>Observations</p> <p>Pupil interviews</p> <p>SEN monitoring</p> <p>IEP reviews</p> <p>TA feedback</p> <p>Parent/carers interviews</p>		All children and adults understand information presented to them. School aware of, and able to meet, needs of disabled parents in relation to their child in school.

			Parent/carer questionnaires Advice to be taken from professional/voluntary agencies when necessary.		
	Ongoing	Ensure that positive attitudes to disabled people are reflected in the curriculum and ensure the use of positive language when talking and writing about disabled people.	Staff awareness. All inappropriate resources removed and new resources thoroughly checked PSHE planning		Pupils do not exhibit negative views of disability. No instances of negative terminology found in written or spoken form.
	Ongoing	Continued purchasing of resources to positively represent disability.	Build up of resources for PSHE		Resources available to all staff.