

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Board of Trustees are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Whybridge Junior School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a two-year period.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve and make reasonable adjustments to 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 time frame.
6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all trustees will contain an item on “having regard to matters relating to Access”.
7. The School Brochure will make reference to this Accessibility Plan.
8. The School’s complaints procedure covers the Accessibility Plan.
9. Information about our Accessibility Plan will be published in the Trust Progress report presented at the AGM.
10. The Plan will be monitored through the Local Standards Group
11. The Plan will be monitored by Ofsted as part of their inspection cycle.
12. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Whybridge Junior School – Accessibility Plan 2018– 2020

Access to the curriculum

Target: Ensure that all children regardless of disability or background can access a broad and balanced curriculum and be involved in the whole life of the school.

<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>	<u>Achieved</u>
Continue to work with external and specialist agencies. Audit resources available for impairment disability. Audit specific curriculum resources as part of on-going subject reviews	On-going	Inclusion manager	Increased access to the curriculum.	
Continue to make effective use of the Pupil Premium	On-going	Inclusion manager	Clear evidence of the positive impact of interventions for individual and groups of pupils. Case Studies	
Devise child specific ‘alert’ system for children who need to leave lessons and have a designated ‘calm down area/safe place’ for children with disabilities or behavioural issues. Give pupils tools to manage their own feelings and anxieties. Review area of behaviour and to raise awareness of deregulation with all staff.	Autumn Term 18 – Summer Term 19 Priority	Inclusion manager Home School Support Workers	Reduction in the number of level 2 and beyond behaviours as listed on the school’s hierarchy of behaviour.	
Review all out-of-school provision to ensure compliance with legislation. Ensure venues and means of transport are vetted for suitability.	On-going	Inclusion manager Class Teachers	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements ☑ Pupils are able to access all school trips and take part in a range of activities	
Continual training for teachers on quality 1 st teaching & differentiating the curriculum.	On-going	Inclusion manager	All teachers feel confident to fully meet the requirements of SEN & disabled children’s needs with regards to accessing the curriculum	

Access to the physical environment

Target: Ensure clear access to, in and out of the building for the physically impaired.

<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>	<u>Achieved</u>
Following initial Due Diligence, review all sites with site managers annually and make necessary adjustments from the inspection. Ramped entrance/exits to hall, corridors, ICT suite.	On-going	Inclusion manager Site Manager	Ramped entrances in place. Continuously monitored to ensure any new needs arising are met.	
Access staff professional development and pupil support through a variety of agencies for individual children or groups of children as the need arises.	As needed	Inclusion manager	All staff, pupils, parents and carers are confident that their needs are met.	
Ensure clear fire exits for the physically impaired. Emergency signage in place	On-going	Inclusion manager Site Manager	Continuously monitored to ensure all are in place.	
Create access plans for individual disabled children as part of the Identification and Assessment process. Staff to share pupil passport information with volunteers and support staff to ensure continuity of care for the children	As needed	Inclusion manager	Learning plans are in place for all SEND pupils where necessary access plans are in place, and all staff are aware of pupils' needs. Volunteers are aware of needs of SEN children at all times.	
Where appropriate circulate information to relevant staff on Access to Work scheme	As needed	Inclusion manager Head Teacher Deputy Head	Access to work information shared with staff when required.	

Access to information

Target: Ensure all pupils, parents and carers can access information sent out from school

<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>	<u>Achieved</u>
Review range of teaching materials used for children and consider different formats.	Summer 2019	Inclusion manager	Pupils able to access all materials.	
Seek help from relevant support agencies if more specialised help is required.	As needed	Inclusion manager	Pupils able to access all materials.	
Review range of support information for parents/carers and consider need for range of formats.	Summer 2019	Inclusion manager	Delivery of information to pupils/parents improved	