

# Accessibility Plan & Policy



<b>Approved by:</b>	SENDCO
<b>Date approved:</b>	October 2023
<b>Date of next review:</b>	October 2024

## Introduction

1.1. Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a Disability Equality Scheme to show how they will meet these duties.

1.2. According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

1.3. This Accessibility Plan forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

1.4. In accordance with the Act the plan focuses on three 'key areas':

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

1.5. It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.

1.6. The plan is to be reviewed and updated at least every three years.

## Schools Aims

2.1. At Meadowhead Junior School we are committed to establishing equality for all pupils, their parents, staff and other users of the school.

2.2. In drawing up this Accessibility Plan the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2.3. Meadowhead Junior School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs and/or Disabilities
- Equal Opportunities
- Meadowhead Junior School's Special Educational Needs and/or Disabilities (SEND) Information Report as part of the Local Authority Local Offer
- Meadowhead Community Junior School's Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. Risk Assessments, Return to Work

This plan itself will also be used to advise and inform other school planning documents and policies.

2.4. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

**Current Activities:** Increasing the extent to which disabled pupils can participate in the school curriculum

3.1.1. Meadowhead Community Junior School has close working relationships with its feeder infant school with thorough transition arrangements before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child. The Infant and Junior SENCOs meet to share information and discuss the needs of children with SEND.

3.1.2. The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the Blackburn with Darwen SEND Support Service (SENDSS) team, outreach services, health professionals and Educational

Psychology Service, the SENCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

3.1.3. The school's pastoral team also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

3.1.4. The school works closely with specialist services including:

- Advisory Teacher for Hearing Impaired
- Blackburn with Darwen Social Communication Team
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- Educational Psychology Service
- Blackburn with Darwen SENDSS
- CAMHS/ELCAS
- GPs and Paediatricians
- Continence Service
- School Nurse Team
- Counselling
- Diabetic nursing team

3.1.5. The school's governors, teachers, teaching assistants and welfare assistants have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

- Hearing impairment
- Physical disability
- Specific medical conditions including asthma, eczema, ADHD, diabetes
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- Autism
- Speech, language and communication needs (SLCN)
- Emotional difficulties including attachment disorder or bereavement

3.2.6.

Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- Pupil Well Being Co-ordinator to access Early Help and other agencies, e.g. Young Carers
- SENCO
- Advice, assessment and support from Speech and Language Therapist
- Nurture group - (Social and Emotional Aspects of Learning)
- Educational Psychologist

- Makaton sign language
- iPads / access technology / Clicker 8 software
- Range of Literacy and Maths interventions
- Specific Learning Difficulties (SpLD) interventions, e.g. Dyslexia friendly resources and classrooms
- Body Awareness and Clever Fingers (fine and gross motor skills)
- 'Top Up' swimming sessions
- Outdoor learning including Forest School
- Use of diagnostic assessments
- Transition arrangements, planning and support
- Wide doors to allow for wheelchair access
- Disabled toilet facilities including a shower area

### 3.1.7.

The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

**Action plan attached**

## Accessibility Plan: Sep 2023 - Sep 2024

The proposed actions below are in order of priority.

	<b>Issue</b>	<b>Action</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Goals Achieved</b>
1	Accessibility Plan and Equality Statement becomes an annual agenda item at Governors Meetings.	Clerk to Governors to add to list of required publication details.	Adherence to current legislation.	Annually	
2	Access arrangements to meet individual's needs when taking tests etc. will be applied for and support provided when required.	SENCO will ensure appropriate testing and reports are provided in order to apply for access arrangements.	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.	Ongoing	
3	Classrooms are optimally organised and all appropriate additional equipment is provided to promote the participation and independence of all pupils and adults alike.	Review and implement a preferred layout of furniture and specialist equipment to support the learning process in individual class bases	Lessons will start on time without the need to make adjustments to accommodate the needs of individual pupils	Reviewed annually  Ongoing	
4	All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and	Ongoing	

			future legislative requirements.		
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5	Continue training for teachers and support staff on different aspects of SEND when required.	Review the needs of children with specific issues, provide all relevant training.	All staff are trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an ongoing process, and that needs and expertise will change with time.	Ongoing	
6	Ensure that all areas of the school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	SEND staff to audit accessibility of school buildings and grounds and then produce an Action Plan based on their findings if necessary.	Any modifications needed will be made to the school building and grounds that are needed to facilitate ease of access for all.	To be reviewed annually	
7	Availability of written material in alternative languages.	The school will use information and translations provided Google Translate to amend key information for EAL families.  The school website will have a button applied which will also assist with translation on the website.	School information will be available for all and help integration take place quicker and easier.	Ongoing, as needed	