



Accessibility Plan

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

Aims and Objectives:

Our Aims are to:

- increase access to the curriculum for pupils with a disability
- improve and maintain access to the physical environment and take advantage of education associated services
- improve the delivery of written information to pupils

Our objectives are detailed in the Action Plan below. However, this Accessibility Plan is not a standalone document, but should be considered alongside the following school policy documents:

- Disability Equality SEND Information Report
- Equal Opportunities
- Special Educational Needs & Disabilities (SEND) Policy
- Local Offer
- Safeguarding Policy
- Health & Safety Policy
- Staff related policies, e.g. risk assessments

This plan will also be used to advise and inform future planning documents and policies. We aim to ask about medical and special educational needs, as well as any concerns parents may have in early communication with new parents and carers. For parents and carers of children already at the school, we collect information on disability on a regular basis through discussions with parents and outside agencies.

Legislation and Guidance

This document meets the requirements outlined in the following documents:

This document meets the requirements of schedule 10 of the Equality Act 2010

Department for Education (DfE) guidance for schools on the Equality Act 2010.

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, but not limited to, 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Associated Documents and Policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
- Equality Objectives
- Health and Safety Policy
- Special Educational Needs Policy
- Behaviour Management Policy
- The Schools Complaints Procedure covers the Accessibility Plan.

Review Date	27/11/2024
Next review date	November 2025
SEND Governor	Ian-Nelson Wright/Nimesha Nathoo



Yeading Junior School Accessibility Policy

2024/25

	Targets	Strategies	Outcomes	Timeframe	Responsibilities
Short term targets	Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum				
	To comply with the Equality Act 2010.	Review all statutory policies to ensure that they reflect inclusive practice and procedure	All policies clearly reflect inclusive practice and procedure	Ongoing	HT All staff Governors
	To ensure all staff are fully aware of the needs of all pupils who have an EHCP/SEND support plan	<ul style="list-style-type: none"> - Transition meetings in the summer term - Transfer of records / meetings with teachers and relevant staff -SEND Folders up-dated and to include all relevant documents/information shared -Create an up-date provision map showing the overview for each year group and individual pupil's need (support plans) 	<p>All staff are clear about their responsibilities in meeting pupil's needs</p> <p>Individual Support Plans identified and on provision maps</p>	<p>Transition meetings at the end of year</p> <p>On-going meetings SENCo</p>	Inclusion Lead SENCO All staff
	Ensure the curriculum can be accessed by all children	<p>Curriculum progress is tracked for all pupils, including those with a disability. Termly individual provision maps are created with the SEN team and teaching staff for those children with additional needs.</p> <p>Interventions are monitored All children have access to a broad and balanced curriculum. Ongoing termly.</p>	All children have access to a broad and balanced curriculum	Ongoing	HT Inclusion Lead SENCO All staff



		<p>Targeted interventions are pitched at the next step in learning to enable pupils with SEND to make good progress.</p> <p>We use technology to support learning and access to the curriculum. We use visual resources and timetables in all of our classrooms. We seek advice from specialist agencies such as our Speech and Language Therapist, and the Educational Psychologist.</p>			
	<p>To review the attainment of pupils with SEND regularly through whole school tracking systems.</p>	<p>Discussion to take place at pupil progress meetings on the attainment of all pupils on SEND support/EHCP</p> <p>Attainment of SEND children over the year to be analysed termly and through support plan meetings (SENCo and staff using Edukey provision map.)</p> <p>Track small steps of progress using the SMART targets to reflect needs of pupils based on progress made</p>	<p>Min. of 3 x annual support plan meetings- SENCO and teaching staff</p> <p>1 x annual EHCP review</p> <p>Min 3 x termly SEND Progress Meetings – HT</p> <p>Ongoing</p>		<p>HT Inclusion Lead SENCO</p>
<p>Aim 2: To improve the physical environment of the school</p>					
<p>Short term targets</p>	<p>To continue to maintain the physical environment of the school in order to maintain accessibility for all pupils</p>	<p>Educational and enrichment activities are made as accessible as possible for all pupils.</p> <p>Slopes and ramps provide support</p>	<p>To ensure all classrooms and the school environment remain safe and accessible to all learners and visitors.</p>	<p>Ongoing</p>	



		<p>(Year 3 and 5 classes) for those with a physical disability, in a wheelchair or walker to access the playground, office, hall and lower ground floors and lifts are available to access the second floor of the main building.</p> <p>We ensure that all areas of the school are free from clutter and obstructions.</p> <p>Indoor Identify needs of new in-take and make reasonable adjustments to the physical environment Assess needs of pupil and plan for smooth transition Plan classrooms accordingly Involve physio/SALT to support with transition and any specialist equipment Maintain good working order of all toilets and facilities</p> <p>Outdoor Maintain good up-keep of all areas to allow easy access Pupil questionnaire - Seek pupil views through Pupil Voice on improving play areas Fire Routes – continue to follow procedures to ensure all disabled pupils and staff are aware of safe routes</p>			
	<p>Ensure all communication is</p>	<p>Visual timetables are used in all</p>			



	<p>accessible to children and adults.</p>	<p>classrooms.</p> <p>Classroom resources are well organised and labelled.</p> <p>Where required, the school will request support from a translator / interpreter to assist with conversations and meetings.</p> <p>School actively promotes and celebrates the languages, culture and background of the child so that they feel valued and accepted.</p> <p>School provides support to those children who are new to English and to orientate children who are new to the school / country.</p>	<p>To ensure all families within our community feel included, recognised and supported by the school.</p>	<p>Ongoing</p>	
	<p>To continue to up-date and improve the school website to ensure information is fully accessible.</p>	<p>Website redesigned/developed and improved over time</p> <p>Checklist completed for all relevant information that needs to be on the website</p> <p>Ensure parents are fully aware of the information available on the website</p> <p>Speech and language link padlet along with links to the local offer for parents/carers to easily navigate for communication and interaction needs</p>	<p>Website up-dated and all relevant information available and up-dated regularly</p> <p>Friendly/easy to access website</p> <p>Website used by parents</p>	<p>Ongoing</p>	<p>HT Inclusion Lead SENCo All staff</p>



	<p>Whole school evaluation</p>	<p>Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities).</p> <p>Children to have Personal Emergency Evacuation Plans if needed.</p>	<p>All physically disabled persons can be safely evacuated.</p>	<p>Annually or as required</p>	<p>HT Inclusion Lead SENCo All staff</p>
	<p>All schools and trips need to be accessible to all pupils</p>	<p>Risk assessments to ensure that all children including children with physical disabilities can access trips.</p> <p>Ensure venues and means of transport are vetted for suitability</p> <p>Ensure staff are fully briefed with regards to children with SEND</p> <p>Ensure staff ratios are adequate to meet the needs of the students</p>	<p>All pupils to have enrichment opportunities</p>	<p>Annually or As Required</p>	<p>HT Inclusion Lead SENCo All staff</p>
	<p>Ensure disabled children can take place equally in whole school events, lunchtime and after school activities</p>	<p>Ensure whole school events can be adapted to include all children</p> <p>Discuss with staff who run out of school clubs and people running other clubs after school. Support would need to be available – especially after school</p> <p>Ensure there is a way of getting children with mobility issues/ wheelchairs to the playground or hall, where sports clubs usually take place.</p>	<p>Disabled children feel able to participate equally in out of school activities.</p>	<p>Ongoing</p>	<p>HT Inclusion Lead SENCo All staff</p>



	<p>Review PE curriculum to ensure PE is accessible to all pupils</p>	<p>Ensure curriculum is adapted/differentiated to meet children's needs.</p> <p>Provide PE interventions/ pre-teaching for children with physical difficulties.</p>	<p>Children participate in lessons and feel confident to do so.</p>	<p>Ongoing</p>	<p>HT Inclusion Lead SENCo All staff</p>
	<p>Toileting</p>	<p>Parents and staff work together to plan appropriate toileting/training schedule when need is identified.</p> <p>Toilet frame used for pupils who are unable to lift themselves off the toilet</p> <p>Pupils are supported with toilet training as necessary. Changing mats and specific toilets are provided to support.</p>	<p>All pupils are toilet trained and independent with personal hygiene.</p>	<p>Ongoing</p>	<p>HT Inclusion Lead SENCo All staff</p>
	<p style="text-align: center;"><u>Monitoring Arrangements</u></p> <p style="text-align: center;">This accessibility plan will be reviewed by the SENDCO and approved by the Headteacher at a minimum 3 yearly intervals. The accessibility plan will be reviewed earlier in the event of any significant changes to arrangements and or legislation. Upon approval from the Headteacher the accessibility plan will also be approved by the schools governing body before being issued to all relevant parties and shared on the schools website.</p>				



Accessibility Audit

Feature	Description	Actions to be Taken
Number of Stories	2 stories	
Corridor Access	All wide enough to accommodate wheelchair access	
Lifts	lift with key access	
Parking Bays	1 disabled parking bay	
Entrance	Multiple ramped and level access doors to ground floor of school including main entrance	Any new buildings or alteration to take into account accessibility
Ramps	Multiple permanent ramps in place. No temporary	
Toilets	Disabled toilet with no step access on ground floor	