



## **ACCESSIBILITY PLAN 2022-2025**

## Introduction

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a *'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes and epilepsy. Some specified medical conditions, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this

general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

### **The Responsible Body**

The responsible body (in maintained schools this is the governing body) must prepare—

- an accessibility plan;
- further such plans at such times as may be prescribed.

An accessibility plan is a plan for, over a prescribed period—

- increasing the extent to which disabled children / young people can participate in the school's curriculum;
- improving the physical environment of the school for the purpose of increasing the extent to which disabled children / young people are able to take advantage of education and associated services provided or offered by the school; and
- improving the delivery to disabled children / young people—
  - (i) within a reasonable time, and
  - (ii) in ways which are determined after taking account of their disabilities and any preferences expressed by them or their parents, of information which is provided in writing for children / young people who are not disabled.
- An accessibility plan must be in writing.
- During the period to which the plan relates, the responsible body must keep its accessibility plan under review and, if necessary, revise it.
- It is the duty of the responsible body to implement its accessibility plan.

Schools have had a duty to produce an accessibility plan since September 2002. These initial plans should have been in place by April 2003.

**The Statutory Policies for Schools (Sept 2014)** states that it is a requirement that maintained schools, academies, free schools, independent schools, sixth-form colleges, further education colleges and Pupil Referral Units must review their accessibility plan every three years. It also states that approval should be by the governing body however, they are free to delegate the approval right to a committee of the governing body, an individual governor or the head teacher.

### **Other relevant legislation, regulations & guidance;**

Children & Families Act (2014)

The Special Educational Needs & Disability Regulations (2014)

The SEND Code of Practice (revised April 2015)

Supporting pupils at school with medical conditions (2014)

Working Together to Safeguard Children (2013)  
Reasonable adjustments for disabled pupils (2012)  
Disability Discrimination Order (2006)  
The Mental Capacity Act Code of Practice: Protecting the vulnerable (2005)  
The Children Act 1989 Guidance and Regulations Volume 2 & 3  
DfES *“Accessible Schools: Planning to increase access to schools for disabled pupils”*  
Health Standards (England) Regulations 2003

## **The School's Context**

Black Horse Hill Junior School is a maintained school for children / young people who age from 7 years to 11 years. The school comprises of 1 building covering an average sized site, of one storey construction.

## **The School's Aims**

**Our school values of: Excellence, Motivation & Hard Work, Perseverance, Politeness and Good Manners, Friendship, Kindness, Honesty and Respect are the things we treasure and things that help our pupils to develop into polite, respectful young adults.**

**We aim to give the pupils a wide and varied curriculum, with the hope that every child who leaves this school has had the opportunity to discover what their strengths are.**

## **Formulating our Accessibility Plan**

The priorities for the Accessibility Plan for our school were identified by a planning group who consisted of:

- **SEN Governor**
- **Headteacher / Principal**
- **SENCO / Inclusion Manager**
- **Bursar**

## **Process**

Our accessibility plan has been developed as follows:

- 1) Access audit and review of current activities completed
- 2) Actions to eliminate barriers identified (with short-term, medium term and long term targets).
- 3) Goals and targets set which can be measured & include time frames.
- 4) Consultation with school staff, governors and other bodies i.e. parents/ carers,
- 5) The Plan's contents checked.
- 6) Publication of the plan (and included it in the governors' report to parents).
- 7) Implemented the plan and allocated adequate resources.
- 8) Evaluated the plan every 3 years (with the accessibility plan under on-going review and revision as necessary).

In addition to this we will;

- continually review the environment of the school, the way we plan, prepare and deliver curriculum and the information we provide for children / young people so that we can improve the access for both individuals and groups;
- work to provide an atmosphere where all children / young people feel safe and valued;
- promote understanding of disability and work to show positive models of people with a disability. We will avoid stereotypes and use language which emphasises the person rather than the disability.
- examine those parts of our active and extra-curricular activities which may have limited access for children / young people with a disability and see if it is possible to provide learning experiences which promote similar development of knowledge and understanding.

### **Accessing the School's Accessibility Plan**

- Our Accessibility Plan will be available on the school's website and in the headteachers' office.

### **Other School Policies & Documentation**

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

- Curriculum
- Equal Opportunities and Diversity
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Educational Needs Policy and the school's SEND Information Report.
- Behaviour Management
- School Development Plan
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The School's Complaints Procedure covers the Accessibility Plan.

Attached is a set of audits and action plans relating to the key aspects of accessibility.

## AUDITS & ACTION PLANS

### Access Audit

**Date: September 2023**

**Lead member of staff: Paul Hindle**

**Section 1** The school can deliver the curriculum to all children / young people. Give details of items developed, current practise and things to be developed.

| Statement   | Fully | Partly | Not | Plan Prompt   |
|---|-------|--------|-----|---|
| Teachers and assistants have trained to teach and support disabled children / young people. Staff are confident about meeting the needs of children / young people with a disability. | X     |        |     |   |
| All school staff and the governors have had access to training on disability equality and inclusion.  |       | X      |     | Source up to date training for governors and staff that are new to the school or have gaps in their skills matrices   |
| We take advice to ensure our classrooms are optimally organised and resourced for disabled children / young people.   | X     |        |     |   |
| Positive images of people with different abilities are apparent in the classrooms and the school generally.   |       | X      |     | People with different abilities are widely spoken about and discussed in assembly and PSHE time, but role models with different abilities could be more prevalent |
| Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children / young people are encouraged to take                             | X     |        |     |   |

|   |          |          |  |   |
|---|----------|----------|--|---|
| part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children / young people.   |          |          |  |   |
| Lessons are responsive to diversity. Lessons allow children / young people to work individually, with a partner, in groups and whole class. There is extensive peer support and collaborative learning in support of those with a learning disability.  | <b>X</b> |          |  |   |
| When planning the deployment of additional adults, there is a consideration of pupils with disabilities so that if needed, they benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment. | <b>X</b> |          |  |   |
| Staff recognise and allow for the mental effort/additional time required by some disabled children / young people, e.g. using lip reading, processing time for children / young people with Social Communication Difficulties.                          | <b>X</b> |          |  |   |
| When renewing computer hardware and software, machines and materials are chosen   |          | <b>X</b> |  | Some technology is in need of updating in order to support children with SEND further |



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| to support children / young people with a disability, e.g. vocalising braille, touch screen, assistive technology.  |          |  |  |  |
| Provision of laptops or e-devices are considered to aid recording and / or communication.   | <b>X</b> |  |  |  |
| School visits are subject to a regular review to ensure increased levels of access or alternative experience.   | <b>X</b> |  |  |  |
| The school links with other schools to share good practice.   | <b>X</b> |  |  |  |
| Staff seek to remove all barriers to learning and participation. When curriculum units are developed the originators always ask if there could be a disability dimension. | <b>X</b> |  |  |  |
| Access Arrangements are used when appropriate to support children / young people with accessing assessments.  | <b>X</b> |  |  |  |
| The school signpost children, young people and families to further support  | <b>X</b> |  |  |  |
| A governor takes particular interest in, and responsibility for promoting disability awareness and inclusion.   | <b>X</b> |  |  |  |

**Section 2:** The school is designed to meet the needs of all children / young people.

| <b>Statement</b>  | <b>Fully</b> | <b>Partly</b> | <b>Not</b> | <b>Plan Prompt</b> |
|---|--------------|---------------|------------|--------------------|
| The size and layout of areas allow access for all children / young people, including wheelchair users.  | <b>X</b>     |               |            |                    |
| In considering the school budget there is a clear plan to improve access and resources for those with a disability.   | <b>X</b>     |               |            |                    |
| The school has procedures to ensure the rigorous maintenance of specialist equipment and facilities.  | <b>X</b>     |               |            |                    |
| Emergency and evacuation systems set up to inform all pupils including children / young people with SEND, including alarms with both visual and auditory components.  | <b>X</b>     |               |            |                    |
| Personal Evacuation Plans (PEPs) in place to provide people with any form of disability, who cannot be adequately protected by the standard fire safety provisions within a premises, with a similar level of safety from the effects of fire as all other occupants. | <b>X</b>     |               |            |                    |

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| <p>With regards to <i>'Supporting pupils at school with medical conditions (2014)'</i>, there a policy in place for the effective and safe administration of medication.</p> <p>Personal hygiene and medical issues are dealt with full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those with limited toileting training.</p> | <p><b>X</b></p> |                 |  |   |
| <p>Pathways of travel around the school site and parking arrangements are safe. Disabled parking spots are available.</p>   |                 | <p><b>X</b></p> |  | <p>Investigate including a designated disabled spot within the car park.</p> <p>Some exterior paths are beginning to be broken by tree roots. Investigate re surfacing paths.</p> |
| <p>There is a positive attitude to the recruitment and employment of staff with a disability and a good knowledge about the levels of support they are entitled to.</p>   | <p><b>X</b></p> |                 |  |   |
| <p>Furniture and equipment is selected, adjusted and located appropriately. Steps are taken to reduce the background noise for HI children / young people and advice sought from other agencies to take appropriate</p>   | <p><b>X</b></p> |                 |  |   |

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| measures in the classroom.   |  |   |  |  |
| The décor and / or signage is not confusing or disorientating for children / young people with a visual impairment, Social Communication Difficulties or epilepsy. Colour schemes provide colour & tonal contrast for VI children / young people. Labels and signs are presented pictorially and in written word if needed for people with a disability. |  | X |  | Check all signage to ensure that pictorial representation is evident |

**Section 3:** The school delivers materials in other formats.

| <b>Statement</b>   | <b>Fully</b> | <b>Partly</b> | <b>Not</b> | <b>Plan Prompt</b>  |
|--|--------------|---------------|------------|---|
| Information is provided in simple language, symbols, large print, on audiotape or in braille for children / young people and prospective pupils who may have difficulty with forms of printed information. |              | X             |            | Investigate presenting our welcome booklet in a range of different formats. |
| Information is presented to groups in a way which is user friendly or people with disabilities e.g. reading aloud, overhead projections and describing   | X            |               |            |   |

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| diagrams.   |          |  |  |  |
| ICT facilities are used to produce written information in different formats as appropriate.   | <b>X</b> |  |  |  |
| Staff are familiar with technology and practices developed to assist people with disabilities.<br><br>External agencies have raised staff awareness i.e. VI, HI, ASCETS, occupational / physiotherapists, speech and language therapists, school nurses, Health visitors... | <b>X</b> |  |  |  |
| There is an effective process to deal with both complaints and positive suggestions from the parents of children / young people with a disability.  | <b>X</b> |  |  |  |

The main priorities in our access plan focus on:

- Increasing the extent to which disabled children / young people can participate in the school curriculum.
- Improving the physical environment of the school to increase the extent to which disabled children / young people can take advantage of education and associated services.
- Improving the delivery to disabled children / young people of information that is provided in writing for children / young people who are not disabled.

Black Horse Hill Junior School will monitor the implementation of the plan and keep under review the access needs of the school.

|                    | <b>Focus/Objective</b>  | <b>Action</b>   | <b>People Involved</b> | <b>Timeframe</b>    | <b>Cost</b>       | <b>Outcome/Review Evaluation</b> |
|--------------------|---|---|------------------------|---------------------|-------------------|----------------------------------|
| <b>Short Term</b>  | For governors & new staff to receive training on disability, equality and inclusion | Source training from Edsential  | PH                     | April 2023          | Cost of training  |                                  |
|                    | To ensure positive images of people with different disabilities are on display      | Staff to consider role models with different disabilities   | All staff              | Academic year 22/23 | Nil               |                                  |
|                    | Ensure that signage around school is accessible to everyone.                        | Check that there is no confusing signage around school. Provide multi lingual/ pictorial signage where/ when required | PH, GW                 | December 22         | Nil               |                                  |
| <b>Medium Term</b> | Update IT resources to support children with SEND                                   | Research IT apps/ resources to support pupils in school with SEND   | PH, EP, BSR            | Ongoing             | Cost of resources |                                  |
|                    | Ensure that pathways around school  | Get quotes to repair pathways   | PH, GW                 | April 23            | Cost of labour    |                                  |

|                  |  |   |    |        |                  |  |
|------------------|--|---|----|--------|------------------|--|
|                  | are accessible for all                       | where tree roots are beginning to disrupt the paths. Repair                               |    |        |                  |  |
| <b>Long Term</b> | Ensure disabled parking spaces are available | Investigate the space needed to create a disabled parking spot that is near to the school | PH | Dec 23 | Cost of painting |  |

### Checking the School's Access Plan

When a new Access Plan is formulated (every 3 years), the following check will be completed prior to publication.

Lead member of staff: \_\_\_\_\_ Date: \_\_\_\_\_

Period of Plan being checked; \_\_\_\_\_

| Does the plan cover;                                       | Yes/<br>No | Comments |
|--|------------|----------|
| Access to the Curriculum?                                  |            |          |
| Access to the Physical Environment?                        |            |          |
| Auxiliary aids and services?                               |            |          |
| Teaching and learning practices?                           |            |          |
| Staff training?  |            |          |
| Culture and ethos?   |            |          |
| Provision of written information?                          |            |          |
|  |            |          |
| 2. Are there targets that are;                             |            |          |
| Short term?  |            |          |
| Medium term?   |            |          |
| Long term?   |            |          |
|  |            |          |
| 3. Are there clear strategies to ensure targets fulfilled? |            |          |
|  |            |          |
| 4. Are there clear outcomes linked to the targets?         |            |          |
|  |            |          |
| 5. Is there a realistic time frame?                        |            |          |
|  |            |          |
| 6. Are there indications as the resourcing of the plan?    |            |          |

### Recommendations

**Insert any recommendations made as a result of the checking exercise.**