

Accessibility Plan 2022-25

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Statement of intent

This plan outlines how Deepcar St John's CE Junior School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Increase access to the curriculum for pupils with a disability that are moving into the school	Audit of the curriculum and needs of current pupils	Headteacher, teachers, SENCO	Summer 2025	Management and teaching staff are fully aware and up to date of the accessibility gaps in the curriculum. resources purchased as and when necessary to meet needs of current pupils	Summer 2028
	Improve staff skills to support pupils with SEND especially regulation	INSET on Trauma Training for teaching and support staff Revisiting the trauma training	Senco and LM	Summer 2025	Staff members have the skills to support pupils with SEND	Autumn 2026
Medium term	When planning School trips staff fully take into account pupils with SEND	Needs of pupils with SEND are incorporated into the planning process	Teachers, SENCO	Autumn 2025	Planning of school trips takes into account pupils with SEND	Autumn 2025
	Pupils with SEND cannot access lessons	Staff training Providing tablets and other adjustments	Headteacher and senco	Ad hoc	Pupils with SEND can access lessons	ongoing

	Meet individual medical needs of pupils where applicable.	At least annual training	Headteacher and SENCo	ongoing	Staff completed training for specific needs. Epi pen training and diabetes awareness training for relevant staff in line with pupil needs	Ongoing termly and with staff changes
Long term	Completed annually Future planning for children moving into the school when starting in Y3	Joint planning meeting between SENCO Purchases for additional resources are made	Headteacher, SENCOs	Spring 2023	Pupils with SEND can access all lessons without delay	Autumn 2024 and annually

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Maintain safe access around exterior of school	Ensure that pathways are kept clear of vegetation	caretaker	ongoing	People with disabilities can move unhindered along exterior pathways	termly
Medium term						
Long term	Children with physical disabilities cannot access school playground	Construction work undertaken	building contractors	Summer 2025	External areas fully accessible	Autumn 2026

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Ensure signage is suitable	Check that signage is clear and well situated	Headteacher	Every term	Pupils and parents are able to navigate the school regardless of any disability	Ongoing termly
Medium term						
Long term	Different written formats – large, braille symbolic, pictorial etc	The school makes itself aware of the services available through the LA for converting written information into alternative formats	Headteacher	Ad hoc/ when necessary	Pupils have access to curriculum information and all other school information in a format that meets their needs	As and when need arises

Monitoring and review

This plan will be reviewed on an annual basis. The next scheduled review date for this plan is September 2026. Any changes to this plan will be communicated to all staff members and relevant stakeholders.