NORTHFIELD JUNIOR SCHOOL

Accessibility Policy & Audit

Policy Review:	Version:	Proposed by:	Seconded by:	Min No:	Date:	Chair
Adopted	V2:19/20	S.Goodwin	E.Bushnell	110/19	18.12.19	A.Thomas
Reviewed	V:3 21/22	C Nowell	R Smith	12/21PC	8.12.21	A Thomas
Reviewed	V4:23/24	A.Thomas	CNowell	03:23/24	06.12.23	CNowell

Last Reviewed	**Dec 2023**
Reviewed By (Name)	**Rebecca Timperley**
Job Role	**Head Teacher**
Next Review Date	**Dec 2024**
V2:19/20 **V3:21/22** **V4:23/24**	Approved at Governors Cover sheet amended – S Housley 18.11.21 Audit updated – RT 9.12.21 Ref to RMC removed , timescales changed

NJS Mission Statement

We want all of our children to love coming to school and to find things that excite their curiosity and inspire them to learn, grow and develop as kind, responsible and confident individuals every single day!

Aims

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

Northfield Junior 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. We set out our principles in relation to equality in our Equalities Statement which we publish on our website.

This Plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan including liaising with the LA, consultants and other stakeholders as appropriate.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included the needs of a range of stakeholders in the development of this accessibility plan.

Legislation and guidance

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

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

1. **Action Plan to improve access for disabled pupils to the physical environment of the school**

Current Good Practice in school includes external ramps, accessible ground floor doors for wheelchair users, disabled toilets, disabled parking provision.

Priority	Target	Action	Lead Person	Performance Indicators	Evaluation
1.1 Short term	– Improve signage around school and procedures for safe movement around school to take account of those with limited mobility or vision and those with difficulties regarding personal safety and those who have anxiety in unstructured situations	New procedures and posters to highlight safe movement around school and keeping the school a secure environment. Emphasise walking not running indoors, holding doors open. Single file on stairs, consideration for all, keeping everyone safe	All Staff – RT to co ordinate	School to display more information about safety of all pupils around school and raise awareness of those who may have disabilities relating to mobility and personal safety	Ongoing by feedback from school council, anonymous comments box, parents and visitors - reported to Governors regularly
1.2 Medium term	– Improve availability of specialised equipment for pupils with disabilities	Order resources such as modified writing slopes, chair grips, recordable whiteboards, modified IT equipment,	RT, VJ, TAs	Improved inclusion of pupils with disabilities	As above
1.3 Long term	– Enable access to the upper floor areas and internal access to the Lower school area	Planned use of devolved formula capital/ additional funding to install stair lifts enabling internal access to all areas Request a quote for carrying out the work and investigate alternative sources of funding	RT Governors	Access issues around school will be fully addressed ie no barriers to access of the premises by disabled users with mobility difficulties	Discuss regularly with governors at the time of setting the budget to see if there is money available to carry out this project in full or part

2. Action Plan to increase access for disabled pupils to the school curriculum

Current Good Practice in school includes

Offering a differentiated curriculum for all pupils, using resources tailored to the needs of pupils who require support to access the curriculum. Providing high quality teaching and learning support to those with disabilities, setting effective and appropriate targets for pupils with additional needs

Priority	Target	Action	Lead Person	Performance Indicators	Evaluation
2.1	Maximise and promote training opportunities for all staff relating to the largest impairment group with disabilities relating memory, ability to concentrate, learn or understand.	Staff to undertake training on all aspects of SEN and disability individually, in small groups and as whole staff	RT, VJ	Staff to be increasingly skilled and knowledgeable and outcomes for pupils with disabilities improve	Staff are fully prepared and effective in their teaching and support so that all pupils have equal access to the curriculum Evidence – Appraisals, Questionnaires, pupil interviews, observations
2.2	Maximise and promote opportunities for all pupils to adopt and demonstrate a positive, responsible understanding of disability. Promote understanding of Protected Characteristics	Maintain commitment to anti bullying agenda (Anti bullying week with workshops) Assemblies to include visiting speakers with disabilities to provide positive role models Provide curriculum resources that include positive images of disability	RT, VJ	Pupils to be increasingly aware, positive and empathetic towards diversity and aware of their responsibilities to enable disabled pupils to have equal opportunities. Disabled pupils to feel fully included and able to fulfil their potential	Evidence – Appraisals, Questionnaires, pupil interviews, observations, Learning environment
2.3	Improve arrangements for tracking and analysis of disabled pupils achievement/progress data in order to improve outcomes further	Adopt new tracking system and extend Additional and different Provision Map accordingly	RT, VJ	School to have a sound over view of the level of progress made by disabled pupils as well as how specific groups of pupils compare with others enabling us to target provision where it is most needed to improve outcomes for disabled children	Ongoing – by data, (schools own and ARP) questionnaires and feedback- reported to Governors annually and referenced in self - evaluation where appropriate

3. Action Plan to improve the delivery of information to disabled pupils

<u>Current Good Practice in school includes</u>: Large print resources, modified resources to help with reading such as coloured overlays, adapted screen views and some text to speech availability on I pads, use of Pictorial or symbolic representations and visual timetables, effective deployment of learning support assistants

Priority	Target	Action	Lead Person	Performance Indicators	Evaluation
3.1 Short-term	Allow access to specialised support in the classroom as appropriate	Allow time in teaching sessions to read information to disabled children where appropriate. Curriculum and lessons to be appropriately differentiated eg written instructions simplified, visual timetables etc Access to high quality CPD	RT to arrange TA support /All staff	Outcomes for disabled children improve	Ongoing – by data, questionnaires and pupil interviews, feedback reported to Governors annually. Outcomes of IEP reviews
3.2 Medium - term	Allow access to increasingly specialised equipment where needed	Ensure availability of appropriate equipment and resources eg larger print, coloured overlays, reading windows, big books, story tapes, ICT resources eg Clicker, reading pen, talking books, information programmes with auditory support functions and extend use of I pads	RT, Teachers and TAs	Disabled pupils to feel fully included and able to fulfil their potential. Disabled pupils to enjoy increased levels of independent access to the curriculum	Ongoing – by data, questionnaires and feedback reported to Governors annually. Outcomes of IEP reviews
3.3 Long Term	Investigate ways of increasing access to the delivery of information to pupils and visitors with hearing impairment through installing a hearing loop as approriate	Obtain quotes Investigate funding as appropriate	RT	Disabled pupils to enjoy increased levels of physical access and independence	Report to Governors

4. Monitoring arrangements

Progress towards the actions in this document will be reviewed by the Governing Body regularly.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety with risk assessments policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions
- Equalities Policy

Appendix 1: Accessibility audit carried out by Headteacher, Site Manager, Responsible Governor

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
1.Number of storeys	2 Storey with level access externally to the lower and ground floor	Install platform lifts and stairlifts as appropriate and as funds allow. Seek out funding and grants to increase accessibility (this project was most recently quoted @8 years ago at £200, 000, DCC did not agree to the funding as it was not deemed to be a “reasonable adjustment”	RT	Ongoing
2. Corridor access	Corridors are sufficiently wide			
Lifts	See Point 1			
Parking bays	Disabled parking bay is too far away from the building	Re -organise the parking in the car park to create a disable bay nearer to the main entrance	RT,VJ	End of 2024
Entrances	Entrances are sufficiently wide but not electronically operated	Install remote door access as and when funds become available or funding can be sought	RT,VJ	Dependent on funding -discuss April 24
Ramps	External ramps are in place around school but the field and bottom yard are not accessible	Investigate ways of making external areas accessible Improve handrails by painting in yellow to improve access for visually impaired visitors and pupils	RT VJ	End of 2024

Toilets	No disabled toilet provision in the Reception Area	Re-model staff toilets to incorporate a disabled toilet. Use DFC alongside matched funding	RT VJ	As funds allow
Reception area	As above			
Internal signage	Not in place	Carry out audit of internal signage and install as needed	RT VJ	End of 2022