



# Accessibility Plan

Policy agreed: May 2019

Policy review date: May 2024

Approved by: Headteacher and Policy Governor 23.5.19

## 1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.” According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. This plan is reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Walmley Junior’s Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

At the finance and premises meetings governors are consistently reviewing and adjusting decisions which ensure that the school building and outside areas meet the criteria to provide a safe environment for staff and children.

Walmley Junior School is a school with 360 children on roll. There are 12 classes. The building is on the ground floor. Children do not have to use steps. All classrooms are bright and class teachers lay out the desks with disabilities in mind. For example pupils with mobility difficulties are placed in the direct path to the door. There are 10 exits, all but 3 are exits without steps. The playground has

been adapted so that it is on the same level as the building in 2 of the exits/ entry points to the school building.

The main entrance has a flat entrance to the front door and there are power assist buttons to gain entrance. These are all at wheelchair height.

There are disabled facilities in the building. There are two disabled toilets, one of which is situated in a large block which has full changing and showering facilities.

Pupils from the age of 7 are situated in this building, which is all on ground level. There are currently two children attending school with a physical disability. There has also been a partially sighted child attending school and the school modified all print resources. The school has access to specialist teachers who support physical disabilities.

A number of other pupils with specific needs have also attended the school and modifications were made as appropriate to ensure accessibility.

## Identifying Barriers to Access

Question	Completed	In Progress	Under Discussion	Not yet addressed	Source	Review March 2017
<b>Organisational</b>						
Are school visits, including overseas visits made accessible to all pupils irrespective of attainment or impairment?	Yes children are given opportunities to take part in all activities.					
Are children prepared for entry into school?	Yes SENCo and Senior leadership work closely with infant school to ensure that transition is smooth and effective.					
Are pupils grouped according to ability irrespective of disability?	Yes.					
Is homework is adapted if necessary and this is reflected in SENd policy and in practice?	Yes					
Is accessibility reflected in our behaviour systems and sanctions?	Yes – It falls under acceptable behaviour.					

What does accessibility say in our exclusion procedures?	We follow the Birmingham Council Local Authority Exclusions guidelines.					
Are we inclusive in our school clubs and activities?	Yes, all staff are experienced with providing care to all children regardless of spld.					
Do we consider accessibility through our risk assessments when planning and going on trips?	Yes. Staff are always considering accessibility for all pupils when planning and risk assessing all activities.					
Do we make arrangements for working with other agencies	PDSS – physical Development Support Service PSS – Pupil School Support SS - Sensory Support					
<b>Attitudinal</b>						
Is training up to date to meet pupils' needs at present?	Yes – staff are trained in various areas of delivering Spld learning.					
Have teachers and teaching assistants had the necessary training to teach and support disabled pupils.	PDSS – offer free workshops					

Do pupils recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	Worked with SS to provide signing lessons.					
Do staff recognise and allow additional time required by some disabled pupils to use equipment in practical work?	Yes					
Are there high expectations of all pupils?	Yes					
Do staff seek to remove all barriers to learning and participation?	Yes					
Do all children have full access to the curriculum?	yes					
Is accessibility reflected in other school policies e.g bullying, SEN, health and safety.	Yes it is reflected in the appropriate policies.					
Do children with disabilities get full support to interact with peers?	Yes, children share playtimes and work with a wide range of peers.					

<b>Physical Access</b>					Funding source	
Can all pupils access all parts of the building?	Yes, all pupils, including those with strollers, can access all parts of the building.					
Are colour schemes around school inclusive?	We are a dyslexia friendly school and our environment adheres to the relevant guidelines					
<b>Curriculum access</b>						
Do lessons provide opportunities for all pupils to achieve?	Yes					
Are lessons responsive to pupil diversity?	Yes					
Do lessons involve work to be done by individuals, pairs, groups and whole class?	Yes					
Are all pupils encouraged to take part in music, drama and physical activities?	Yes encouragement to involve children in these areas are also extended to extra curricula activities.					
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for	Yes PDSS and Wilson Stuart are working with school to support children with physical difficulties.					

example some form of exercise in PE?						
Do you provide access to computer technology for students with disabilities	Yes – example ZB (Y6) has a lpad for topic lesson recording.					
Is accessibility included in the planning when providing Learning and Teaching?	Yes					
Is accessibility considered in classroom layout and seating?	Yes					
Is accessibility considered when moving from class to class?	Yes					
Is accessibility considered with assessment and exam arrangements?	Yes, adjustments are put in place where necessary. [					
Is accessibility considered in transition from KS2 – Ks3	PDSS involved in HC transition to secondary.					
<b>Information Access</b>						
Is information available in simple language, symbols, large print, audiotape or braille for parents, carers, pupils and prospective pupils who may have difficulty with standard forms of print information?			Additional information is available in discussion with parent / carer / pupil as well as prospective parents.			
Do you ensure	Yes					



that information is presented to groups in a way which is user friendly for people with disabilities e.g by reading aloud, overhead projections and describing diagrams?						
Do you have facilities such as ICT to produce written information in different formats?	Yes – we work closely with the visual dept of sensory services, who provide equipment when necessary.					
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	Yes- staff are given training as provide through specialist outside agencies that the school works with – VI dept, Wilson Stuart, PDSS etc.					
Are disabilities and language barriers taken into consideration which making announcements?	Yes – for example children with hearing difficulties have hearing aid equipment.					
Do all have access to information regardless of disability and language?	Yes – both parents and pupils are given access when necessary.					
<b>Audit Information</b>						
Physical access	To review as necessary according to needs of pupils.					

Curriculum access	To purchase resources as required.
Information Access	To continue to provide information in a variety of forms in consultation with parents and review as parental / pupil needs change.

### Physical access

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short term	To ensure that classrooms are arranged in a way to allow children with physical difficulties to access equipment and resources. Parental awareness of adjustments put in place.		Physical barriers to learning are negated.	Ongoing	Class Teacher TA DHT – Phase leader SENCo	Children with physical difficulties will be able to move around classroom without difficulty. Children with physical difficulties are able to access all resources for learning. Adjustments in place. Parents aware.

### Curriculum Access

Time scale	Targets	Activities	Outcome	By when	By whom	Success Criteria
Short term	To ensure that homework can be accessed in a variety of forms.	Modify as necessary any materials.	Parents aware of resources available. Pupils' needs are met.	As required	CT TA DHT – phase leader SENCo	Resources in place and parents are aware.
Short term	School to make links via specialist agencies with other schools to share best practice and training needs.	Staff to plan activities, risk assess and ensure positive outcomes	Staff are more confident. Expertise is shared. School monitors and reviews own practices. Barriers to learning are	As required	CT TA DHT – phase leader	

			negated. School becomes seamless in its delivery of learning to all children regardless of difficulties.			
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