

Accessibility Plan

Policy agreed: July 2024

Policy review date: June 2028

Approved by: Headteacher and Policy Governor 10.7.24

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 four children attending school with a physical disability. 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 May 2024
Organisational						
Are school 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 Walmley 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 this 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	We follow the			
accessibility say	Birmingham			
in our exclusion	Council Local			
procedures?	Authority			
	Exclusions			
	guidelines.			
Are we inclusive	Yes - all staff			
in our school	are experienced			
clubs and	with providing			
activities?	care to all			
	children			
	regardless of			
	needs.			
Do we consider	Yes - staff are			
accessibility	always			
through our risk	considering			
assessments	accessibility for			
when planning	all pupils when			
and going on	planning and			
trips?	risk assessing all			
	activities.			
Do we make	Yes – school are			
arrangements for	supported and			
working with	advised by a			
other agencies?	range of			
Other agencies:	external			
	agencies.			
Attitudinal	agencies.			
	Yes – staff have			
Is training up to				
date to meet	regular training from school			
pupils' needs at				
present?	leaders and			
	external			
	agencies.			
Have teachers	Yes. PDSS and			
and teaching	NHS			
assistants had	physiotherapy			
the necessary	services have			
training to teach	provided			
and support	appropriate			
disabled pupils.	training.			

F	I	I		1	1
Do pupils	Yes. Peer group				
recognise and	sessions have				
allow for the	been provided				
mental effort	by SS, PDSS and				
expended by	NHS Physio.				
some disabled					
pupils, for					
example using lip					
reading?					
Do staff	Yes				
recognise and					
allow additional					
time required by					
some disabled					
pupils to use					
equipment in					
practical work?					
Are there high	Yes				
expectations of					
all pupils?					
' '					
Do staff seek to	Yes				
remove all					
barriers to					
learning and					
participation?					
Do all children	Yes				
have full access					
to the					
curriculum?					
Is accessibility	Yes, it is				
reflected in other	reflected in the				
school policies	appropriate				
e.g bullying,	policies.				
SEND, health and	1				
safety?					
Do children with	Yes, children				
disabilities get	share playtimes				
full support to	and work with a				
interact with	wide range of				
peers?	peers.				
Pecis.	PCC13.	<u> </u>	<u> </u>	<u> </u>	

Dhardad Access	T		Franklin.	
Physical Access			Funding	
0 " "			source	
Can all pupils	Yes, all pupils,			
access all parts of	including			
the building?	wheelchair			
	users, can			
	access all parts			
	of the building.			
Are colour	Yes.			
schemes around				
school inclusive?				
Curriculum				
access				
Do lessons	Yes			
provide				
opportunities for				
all pupils to				
achieve?				
Are lessons	Yes			
responsive to				
pupil diversity?				
Do lessons	Yes			
involve work to				
be done by				
individuals, pairs,				
groups and				
whole class?				
	.,			
Are all pupils	Yes,			
encouraged to	encouragement			
take part in	to involve			
music, drama	children in			
and physical	these areas are			
activities?	also extended			
	to extra			
	curricula			
Do staff provide	activities.			
Do staff provide	Yes, PDSS work with school to			
alternative ways				
of giving access	support children with			
to experience or				
understanding for disabled	physical difficulties.			
pupils who	unneulties.			
cannot engage in				
particular				
activities, for				
example some form of exercise				
in PE?				

			T	
Do you provide	Yes – children			
access to	are allocated			
computer	laptops/iPads			
technology for	etc. if their			
students with	needs require			
disabilities?	it.			
Is accessibility	Yes			
included in the				
planning when				
providing				
Learning and				
Teaching?				
Is accessibility	Yes			
considered in	162			
classroom layout				
and seating?				
Is accessibility	Yes			
considered when				
moving from				
class to class?				
Is accessibility	Yes,			
considered with	adjustments are			
assessment and	put in place			
exam	where			
arrangements?	necessary.			
Is accessibility	Yes.			
considered in				
transition from				
KS2 – Ks3?				
Information				
Access				
Is information	Yes, if needed.	Additional		
available in	We have	information		
simple language,		is available		
	purchased Wigit which			
symbols, large	Wigit which	in discussion		
print, audiotape	creates	with parent		
or braille for	communication	/ carer /		
parents, carers,	in print.	pupil as well		
pupils and		as		
prospective		prospective		
pupils who may		parents.		
have difficulty				
with standard				
forms of print				
information?		 		
Do you ensure	Yes	 	 	
that information				
is presented to				
groups in a way				
<u> </u>	1			

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 equipment when formats? Do you ensure that staff are familiar with eschology and practices developed to assist people with disabilities? Are disabilities? Are disabilities when hearing aid endourements? Do all have access to information hearing aid information pupils are given regardless of disability and language? Audit Information Physical access Information Physical access Information To continue to provide information in a variety of forms in consultation with parents and review as parents all review as parents all reviews as parents and review as parents all reviews as parents all reviews as parental / pupil needs change.		<u> </u>			I	I	
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Information To continue to provide information in a variety of forms in consultation with	Curriculum	To purchase resources as required.					
	access						
Access parents and review as parental / pupil needs change.	Information						
	Access	parents and review	w as parent	al / pupil needs	change.		

Physical access

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

Curriculum Access

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

		of learning		
		to all		
		children		
		regardless of		
		regardless of difficulties.		