

ACCESSIBILITY PLAN

| Version | Date |
|---------------|-----------------|
| Last reviewed | September 2022 |
| Next reviewed | September 2023 |
| Owner | SEND Team |
| Approver | Academy Council |

1. Introduction

At Airedale Junior School we believe in supporting pupils to help them achieve their very best academically, socially and personally whilst also preparing them for life beyond education. Our ambition is to see pupils discover, aim for and achieve their dreams, with all members of the school community striving to “Ambition, Bravery, Respect”.

This Accessibility Plan seeks to address the statutory requirements of the Equality Act 2010 and to further the aims of our school by continuing to improve the physical environment of the school and other resources so that all disabled pupils (whether their disability is temporary or permanent) can take full advantage of the education and associated opportunities provided by the school and that the school can support staff who have or develop a disability to fulfil their duties as an employee.

“A person suffers a disability if he/she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities”

Physical or mental impairments can include sensory impairments (such as those affecting sight or hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long term and substantial effect on an individual’s everyday life.

This plan covers all three main strands of the planning duty:

- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services, parents with disabilities can be fully involved in their child’s education, and staff with disabilities are supported to fulfil their duties.
- Increase the extent to which disabled pupils can participate in the school curriculum.
- Improving the delivery of information to pupils, staff and parents with disabilities.

2. Context

2.1 Physical environment

Airedale Junior School is a predominantly pre-1950s traditional construction building with one post-2000 portable building addition. The site is at ground floor level and so has no staircases and no requirement for lifts of any kind.

All ground floor classrooms, social spaces and offices can now be accessed via ramps or level access. An accessible toilet facility is provided. The fire alarm system is both visible and audible.

2.2 Access to curriculum

The curriculum is carefully designed to meet the needs of learners so that all can access a broad and balanced curriculum. Individual needs are identified and the curriculum is differentiated and adapted as appropriate. Pupils are supported in their choices and every effort is made to ensure that no pupil is prevented by their disability from accessing learning opportunities which are appropriate to their needs.

Where subjects require specialist equipment or facilities, these are adapted as far as practicable to ensure that pupils with disabilities are not prevented from participating, given cost and time constraints.

2.3 Access to information

Staff, pupils and visitors are asked to alert the school if they require information in an alternative format.

2.4 Recent developments

- Refurbishment of classrooms to include improved light levels.
- Ongoing lighting improvements to corridors.

3. Strategy

Airedale Junior School aims over time to increase and improve the accessibility of provision for all pupils, staff and visitors including those with disabilities.

Our strategies to do this will include:

- having high expectations of all pupils;
- finding ways in which all pupils can take part in the full curriculum including sport, music and extra-curricular activities;
- planning out of school activities so that pupils and staff with disabilities can participate as fully as possible;
- setting admission criteria which does not discriminate against pupils with disabilities or treat them unfairly;
- devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities;
- planning the improvement and the modification of the physical environment of the school to cater for the needs of pupils, staff and visitors with disabilities;
- raising awareness of disability amongst all members of the school community;
- providing information for pupils and staff with disabilities in a form which meets the needs of the user;
- using language which does not offend in all literature and making staff and pupils aware of the importance of language.

4. Principles of the Accessibility Plan

The general principle underpinning this plan is that we will make such changes as are practicable to meet the foreseeable needs of our current and future school population (balancing this against cost considerations), but that our priorities and plans may change to accommodate the changing needs of individuals or notification to the School of a pupil/member of staff/parent due to join our community who has specific requirements.

4.1 Meeting individual needs

The school will endeavour to meet the needs of any individual pupil or member of staff who requires special adaptation to normal routines, procedures or facilities in order to participate in the life of the School, as far as is reasonably practicable.

Relevant modifications to the delivery of the curriculum are negotiated on an individual basis as required. The school actively seeks the support and advice of relevant services or organisations to ensure that the curriculum is accessible to all pupils. In the case of pupils due to be admitted to the school, discussion about any necessary adaptations will take place between the Headteacher and the pupil's parents prior to admission (with involvement of the SENDCo as appropriate). For pupils already registered at the school, discussions will take place with the SENDCo. In the case of staff, discussion will take place with the business manager and/or Trust HR.

4.2 Redevelopment or refurbishment

When areas of the school are being redeveloped or refurbished, consideration will be given at an early stage to measures which could be incorporated which will improve access to the facilities or provision offered by the school. This may include:

- Ensuring that specialist facilities are accessible for mobility impaired users where practicable through the provision of specific equipment or adapted areas;
- Making all relevant switches, alarm buttons and door handles at wheelchair height;
- Provision of ramps where none already exist to facilitate ease of movement between areas of the school.

In all these cases, however, a balance will need to be struck between the cost of such measures and their likely degree of use.

5. Accessibility Action Plan

As part of the Accessibility Plan our aims and objectives are as follows:

A – Improve physical access

1. Improve circulation around the school site for disabled pupils, staff and visitors
2. Ensure that areas where services are provided to the public take into account the needs of people with disabilities
3. Ensure that any new or refurbished specialist facilities are designed to cater for the needs of pupils with disabilities

B – Improve curriculum access

1. Ensure that no pupil is prevented by their disability from engaging in a qualification which is suitable for them
2. Ensure that as many pupils as possible can access the full range of extra-curricular provision (including trips and visits)

C – Improve the delivery of information

1. Ensure that staff, pupils and parents are communicated with in a way that meets their needs

The details of how these objectives will be achieved are incorporated into the Accessibility Action Plan, included at Annex 1.

Improve Physical Access

| Environment/Provision | Recommendations | Time Scale | Priority | Cost | Lead |
|-----------------------|--|--|----------|---|------------------------------------|
| Corridor | Keep corridors clear from obstructions. | Immediate | High | None | All staff |
| Accessible Toilet | Consider additional accessible toilets if further toilet provision is added | When required | Low | To seek up-to-date cost if toilet provision is reviewed | Premises staff Business Manager |
| Doors | Investigate feasibility of installing powered opener to main reception door | When they need replacing | Medium | To seek up-to-date cost when doors are refurbished | Business Manager |
| Hand-railings | Hand-railings are recommended for the full length of steps in the central courtyard. | When refurbishments of steps is required | Low | To seek up-to-date cost when steps/access are refurbished | Business Manager |
| Ramped access | Consider a ramped access in the central courtyard. | When refurbishment of access is required. If a ramp is required a portable ramp will be purchased. | Low | To seek up-to-date cost of portable ramp when required. | Business Manager |

Improve Curriculum Access

| Provision | Recommendations | Time Scale | Priority | Cost | Lead |
|-------------------------------------|---|------------------------|----------|------------------------------|-----------------------|
| Differentiation in teaching | SLT to monitor quality of differentiation and provision for SEND pupils. | Ongoing | High | Time | Deputy Head |
| Interventions | SENDCo to audit current interventions and their success/impact on progress for SEND pupils | Ongoing | High | Time | SENDCo |
| Range of curriculum options | Audit the barriers and potential barriers to pupils with disabilities engaging in the various programmes offered, with a view to developing strategies for ensuring all pupils can participate in suitable courses | Ongoing | High | Time | Deputy Head/SENDCo |
| Testing and examination adjustments | Assess access arrangements for Statutory assessments at the end of Year 6 are applied for in line with the DFE requirements. Parents, Carers and children are involved fully in this process. This might include provision for enlarged text, | Autumn Term – Spring 1 | High | Time/additional salary costs | Assistant Head/SENDCo |

| Provision | Recommendations | Time Scale | Priority | Cost | Lead |
|---------------------------------------|--|------------|----------|---------------------------|------------------------------|
| | additional time, comfort breaks, a scribe or a reader. | | | | |
| Training for staff on SEND | Deliver staff training in supporting pupils with SEND – focus on key areas of need within the school. | Ongoing | Medium | Cost of external training | SENDCo |
| Alternative curriculum options | Identify subjects where the participation of disabled pupils cannot be accommodated in the short to medium term, and identify suitable alternative provision. | Ongoing | Medium | Time | Headteacher |
| Access to trips and visits | Ensure that staff leading trips and visits have considered how pupils with disabilities could be enabled to participate | Ongoing | Medium | Time | Deputy/Assistant Head/SENDCo |
| Access to extra-curricular activities | Audit the barriers and potential barriers to pupils with disabilities engaging in the various extra-curricular opportunities offered, with a view to developing strategies for ensuring all pupils who wish to can participate | Ongoing | Medium | Time | SENDCo |