**St Ann’s Heath Junior School**

**Accessibility Plan**

**This school is committed to safeguarding, child protection and promoting the welfare of children and young people and expects all members of the school and its community to demonstrably share this commitment. We aim to foster good relations between all members of the school community ensuring they are treated equally and without prejudice.**

**Introduction**

This accessibility plan has been drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. It sets out how the school will improve equality of opportunity for disabled people.

**Aims**

The aim of the Accessibility Plan is to provide a framework for integrating disability equality into school life, so as to reduce and eliminate barriers to accessing the curriculum and to promote full participation in the school community for pupils (and prospective pupils) with a disability.

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| Monitoring (who and how) Embedding all policies and procedures |
| Lead | Actions with questions for evaluation | By when | Evaluation of impact |
| Access to the curriculum |
|  |  |  |  |
| EVC | Ensure all school trips are accessible to all* Risk assessments are in place
 | On going | * All pupils have accessed trips this year and individual risk assessments and trip risk assessments have been in place.
* Additional swimming arrangements have been made for SEND pupils
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| Co-HTsSLT | To increase the confidence of staff to meet the learning needs of all disabled children* Provide relevant training for all staff
* Teachers ensure that the curriculum includes every child
* Ensure teaching and learning is differentiated where needed to meet the needs of all pupils
* Meetings with relevant professionals i.e. health to ensure that provision is in place
* Staff to report and record any form of discrimination to Co-HTs
 | On going | * Advice given from Inclusion Manger to support with curriculum planning
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| Co-HTsSLT | Ensure all staff have specific training and appropriate disability needs.* Updates through CPD meetings
* All staff have read Equality, Diversity and Inclusion policy and accessibility plan and are committed to its implementation
* Inclusion manager holds regular LSA meetings
* Meetings with any external professionals involve CT or LSA alongside Inclusion manager support
 | On going | * On going
* Equality, Diversity and Inclusion policy is updated and approved and discussed by governors at V&E committee

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| Access to information |
| Co-HTsSLTAdmin teamInclusion Manager | Regularly review information sent to parents to ensure that it is accessible* parent meetings
* Newsletters/emails/text messages
* School website
* Annual review meetings
* Parent workshops
 | On going | * These forms of communication are implemented and regularly reviewed.
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| Class teachersLSAsInclusion Manager | To ensure that the appropriate resources are in place for children with a disability* Specialist equipment in classes
* Adapted resources
* Child friendly one-page profile.
* Visual resources, timetables
 | On going | * These resources are regularly reviewed.
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| Inclusion Manager | To ensure that the appropriate information is distribute to the parents of disabled children * Letters home/email/text
* Regular check -ins with parents
* Annual reviews
 | On going | * These forms of communication are implemented and regularly reviewed.
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| Access to the physical environment |
| Co-HTsSLTInclusion Manager | The school is aware of the access of disabled children, staff and parent/carers* Regularly review accessibility through SEND support arrangements, TAF alongside outside agencies where necessary
* Ensure all staff needs are met and appropriate risk assessments are in place
* During induction of new pupils, ensure all needs are met for both pupils and parents/carers
* Relevant training to all staff
* Detailed transition meetings with feeder schools
* Risk assessments are in place for pupils
 | Termly  | * All plans are reviewed
* For SEND support arrangements CT evaluates progress against targets liaising with parents where necessary and external professional
* CT set new targets which is discussed with parents and views are taken into account to ensure best outcomes for the pupils
* Relevant training is provided where needed
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| Co-HTsSLTInclusion Manager | School staff are aware of access arrangements that are required* Regular updates for staff through CPD and LSA meetings
* Emails with further information are provided for all staff
* Advice from Local Authority and outside agencies
 | Termly  | * Inclusion Manager has sought advice from Surrey regarding specialist equipment and ensuring the school environment is accessible for all
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| SLT/ Site Manager  | Ensure all fire escapes are suitable for all and that disabled staff and pupils can evacuate the building safely* Review fire evacuation procedures regularly
* School evacuation is practised termly
* Risk assessments for trips and visits in place
 | Termly  | * Fire evacuation procedures are reviewed and updated
* Regular H&S walks
* H&S audit/walk with governors
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| SLT/ Site Manager | Provide wheelchair access to all buildings* Consider classroom organisation
* Review building and playground access
* Access ramps to be considered
 | As required | * Ramps to be situated around school where needed
* Classroom access and layout monitored by Inclusion Manager
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**Monitoring and Reviewing**

The implementation of this plan is monitored by the Co-Head teachers and SLT and by Governors through the Vision and Ethos Committee to evaluate its implementation and effectiveness. This plan will be reviewed every three years, or earlier if the need arises. This policy will be promoted and implemented throughout the school.

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| Policy Status |
| Agreed by Governors | May 2022 |
| Agreed by Staff | May 2022 |
| Next Review Date | May 2025 |