



Accessibility Plan

Written: September 2022

Reviewed: Spring 2023

1. 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

Our 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.

The 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.

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 a range of stakeholders in the development of this accessibility plan, including parents, pupils and outside professional agencies?

This plan sets out the proposals of the Governing Body of the Geoffrey Field Junior School to increase access to education for disabled pupils in the three areas required by the planning duties in the Disability Discrimination Act:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. At the end of this document is our action plan and detail showing how the school will address the priorities identified in the plan.

2. 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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Date completed
<p>Increase access to the curriculum for pupils with a SEND</p>	<p>Our school offers a differentiated curriculum for all pupils. Bespoke curriculum? Examples of provision to support common needs (eye-sight, ...)</p> <p><i>Interventions in place to support optimum learning</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum. Maths, literacy, phonics, reading, tweaks in foundation subjects,...</i></p> <p><i>Curriculum resources include examples of people with special educational needs: Maths resources, dyslexia resources,...</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability. PKF bespoke assessments and tracking. Targets are set effectively and are appropriate for pupils with additional needs.</i></p>	<p>Pupils who are unable to access the age appropriate curriculum receive teaching carefully pitched to their learning needs and priorities, progressing at a pace that suits their cognitive processing.</p>	<ol style="list-style-type: none"> 1. Allocate two teachers to the teaching of children requiring a bespoke core curriculum 2. Reorganise teaching assistants to release two TAs to coordinate, resource and phonics teaching 3. Purchase appropriate teaching resources to suit age appropriate ability (i.e. phonics books, numicon,...) 	<ol style="list-style-type: none"> 1. Head Teacher 2. Head Teacher 3. SENCo 	<ol style="list-style-type: none"> 1. September 2021 2. September 2021 3. On Going 	<ol style="list-style-type: none"> 1. September 2021 2. September 2021 3. On Going

	<i>See SEN Policy for additional information of adaptations to support accessibility of SEN pupils</i>					
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> ● Ramps in most areas ● Corridor width ● Disabled parking bay close to school office ● Disabled toilets and changing facilities ● Visual fire alarm toilets ● Step reflectors on the staircases ● Clear classroom routes ● Fluorescent tape gate edges 	To improve the school's physical access points to ensure it is accessible for all.	<ol style="list-style-type: none"> 1. To audit the accessibility of the school grounds, suggest actions and implement as budget allows 2. Improve visibility of areas outside of the school building, including shelter support poles and entrance gates. 	SBM	2. September 2022	2. September 2022
Improve the delivery of information to pupils with a disability	<p>The school's environment and teaching provision is adapted to the needs of pupils with sight problems.</p> <p>This includes:</p>	To ensure the school's site is adapted to allow all pupils with sight problems unimpacted access within and outside the building.	<ol style="list-style-type: none"> 1. Update software to allow pupils personal laptops to connect to all computers across the school, allowing 	<ol style="list-style-type: none"> 1. SBM 2. SENCo 3. SENCo 4. Deputy 	<ol style="list-style-type: none"> 1. Annually in September 2. Annually 3. March 2022 4. Annually 	3. March 22

	<ul style="list-style-type: none"> ● Individual evacuation plans in case of fire or lockdown ● Adapted teaching materials with increased font size ● Adapted test papers ● Personal laptop linked to interactive whiteboard to allow pupils to access materials shared in lessons by the teacher 		<p>for easier group transition</p> <ol style="list-style-type: none"> 2. Review provision with Berkshire Vision 3. Ensure signage is suitable for pupils with disabilities 4. Test evacuation plans and adjust where appropriate 			
Information for childrens parents with English as an Additional Language	<p>The school has an increasing percentage of children with EAL as the demographic of the catchment area changes.</p> <p>To support our pupils within the school with EAL, especially those new to English, we have trained EAL TAs in every year group who are able to deliver targeted support.</p> <p>Where communication between school and home is difficult, the school has sourced translators to help ensure information is successfully exchanged.</p> <p>The school has also used translators to support pupils who are new to English with formal assessments.</p>	Further improve communication lines between the school and parents who have EAL.	<ol style="list-style-type: none"> 1. Provide essential letters and transition materials in multiple languages 2. Review website provision and possibility of translation tools 3. Translate important information on school notice boards 	<ol style="list-style-type: none"> 1. Assistant Head/Deputy 2. Assistant Head/Deputy 3. Assistant Head/Deputy 	<ol style="list-style-type: none"> 1. April 2023 2. September 2023 3. April 2023 	

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the full governing body.

5. Links with other policies

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

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

