

# Accessibility Policy and Plan

## Stamshaw Junior School



## INTRODUCTION

Stamshaw Junior School is committed to providing an environment that enables all members of our community to access the curriculum and all aspects of school life. This is regardless of their education, physical, sensory, social, spiritual emotional and cultural needs.

Under the Equality Act 2010 schools should have an Accessibility Plan. The law states that 'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

According to the Act 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 Plan must be reviewed every 3 years and approved by the Governing Body.

We at SJS are committed to taking positive action in the spirit of the Equality Act with regard to disability and to developing a culture of inclusion, support and awareness within the school.

## 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 \(2015\)](#), '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.

## Aims

Our aims are:

- Increase access to, and participation in, the curriculum for all pupils with a disability.
- Improve and maintain access to the physical environment
- Provide the right level of support for adults and children with physical or mental wellbeing needs.

Our objectives are detailed in the Action Plan below.

We aim to ask about any disability or health condition in early communications and home visits with new parents and carers.

For children already in the school, we arrange timely meetings to discuss any concerns that we may have and promote an 'open door' policy for parents to contact us at their earliest opportunity if they have information about a concern that may impede their child's participation in full school life.

## Curriculum

Teachers adapt the curriculum, where necessary, so that the child can access the learning of the class or their own targets. Where possible this takes place alongside their peers

A single storey building ensures that children and visitors have access to all parts of the buildings across the school. Where there is an activity within the curriculum or in extra- curricular clubs or educational visits the needs of children with physical or social/interaction impairments are planned for so that the child can participate alongside their peers.

## **Support for adults and children with physical or mental wellbeing needs**

Across the school we have some additional adult support in place to assist with physical or social/interaction needs.

The school has a Pastoral Room and both Pupil Support Workers are trained in Emotional Literacy. Where an unusually high ratio of adult support is needed this is funded by the School as required.

Arrangements are in place to support staff members who have needs. Where a parent is identified as having specific needs these are addressed on an individual basis.

As part of our Mental Wellbeing support, the staff and parents have access to a package called Care First, which is provided by the Trust.

Any parents' requiring the log in details can contact Mrs Sam Cantini (Deputy Headteacher)

## **Monitoring arrangements**

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

## **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

<b>Revised by School</b>	March 2021
<b>Responsible Person</b>	Rob Jones Headteacher
<b>Responsible Committee</b>	Local Governing Body
<b>Next Review</b>	March 2024

## Accessibility Plan February 2021- September 2022



Aim	Actions to be taken	Responsible person	Date to complete by	Success Criteria
Increase access to, and participation in, the curriculum for all pupils with a disability.				
To differentiate, personalise and individualise the curriculum for children with Special Educational needs and/or disabilities	<ul style="list-style-type: none"> <li>• SJS will liaise with other schools to review intake of children for September 2021 and any pupils who transfer mid-year</li> <li>• All staff identify specific needs for pupils living with a disability, in terms of basic skills, relationships and challenges.</li> <li>• All staff to be made aware of the relevant issues and can ensure equality of access to learning by making reasonable adjustments to provision to provide appropriate inclusion.</li> <li>• Audit quality first teaching within classrooms.</li> <li>• Use 'inclusive friendly classrooms' checklist to review classroom provision.</li> <li>• Staff to receive relevant training based on school needs.</li> <li>• Curriculum resources will include examples of people with disabilities</li> <li>• The curriculum is reviewed to ensure that it meets the needs of all pupils.</li> </ul>	SLT Deputy (SENCo)  Class teachers	1 year	Children with special educational needs and/or disabilities will have access to the full school curriculum including P.E and school trips.
Ensure access to all school activities for all pupils with a disability	<ul style="list-style-type: none"> <li>• Review enrichment activities regularly, including trips and visits, extra-curricular clubs and so on to ensure compliance with legislation and inclusion</li> <li>• Provide opportunities for all to participate in educational visits. This will mean a discussion with parents to agree risk assessments for visits. Participation will also need effective liaising with venues to make reasonable adjustments. Staff with Parents/Carers) to work together to provide extra support for all vulnerable pupils as necessary.</li> </ul>	SLT  Class teachers	1 year	All pupils will have access to all school activities. Risk assessments and plans will take into consideration specific needs and/or disabilities to provide extra support for pupils if necessary.

Improve and maintain access to the physical environment				
Commission an Access Audit (DDE) and implement recommendations from the report.	<ul style="list-style-type: none"> <li>Any changes that are immediate and without cost can be completed by school staff.</li> <li>Quotes of recommendations to be sought.</li> <li>Incorporate improvements identified in Access Audit</li> <li>Advise taken from outside agencies, including (but not limited to) Occupational therapy, Physiotherapist, School Nurse, Sensory Impairment team (PCC)</li> </ul>	Business Manager Premises Manager Deputy Head (SENCO) Headteacher	3-5 years	<p>School will address the recommended improvements suggested for compliance with the Equality Act 2010.</p> <p>All children and visitors will be able to fully access all parts of the school.</p>
Provide the right level of support for adults and children with physical or mental wellbeing needs.				
Whole school approach to mental health and wellbeing is adopted by all stakeholders	<ul style="list-style-type: none"> <li>Provide support for staff around their own mental health needs</li> <li>Provide training for staff, as needs arise, when working with children with physical or mental wellbeing needs.</li> <li>Provide support for parents with physical or mental wellbeing needs</li> <li></li> </ul>	Deputy Head (SENCO) Pastoral Team	Ongoing:- needs to be identified and addressed promptly	<p>All parts of the school are committed and working together to ensure a whole school approach to mental health and wellbeing.</p> <p>Staff are able to respond to a child's needs so that the child is able to participate fully in whole school life.</p> <p>Parents have a point of contact with someone who can support them with any difficulties relating to the school.</p>