



Accessibility Plan

Freeman's Endowed Church of England Junior Academy

Role	Designated Person
Headteacher	Mrs Fiona Hull
Designated Lead	Mrs Joanne Taylor
Date approved by Academy Governance Committee	
Date to be reviewed	September 2023

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1. Aims

Freeman's Endowed Church of England Junior Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school / academy is 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 / academy to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

(See below for action plan)

This plan will be made available online on the school / academy website, and paper copies are available upon request.

Our school / academy is also committed to ensuring staff are trained in equality issues with reference to the *Equality Act 2010*, including understanding disability issues.

Our Trust'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. This includes *pupils, parents, staff and governors of the school / academy*.

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, 0 to 25 years (2014)* '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.

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

- Health and Safety Policy
- Equality Information and Objectives
- Special Educational Needs (SEN) Information Report
- Special Educational Needs and Disability (SEND) Policy
- Supporting Pupils with Medical Conditions Policy.

3. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary. It will be reviewed by *pupils, parents, staff and governors of the school / academy* and approved by the Academy Governance Committee.

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

1. Increase access to the curriculum for pupils with a disability

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
<ul style="list-style-type: none"> ● <i>Focus on inclusive high quality teaching</i> ● <i>Adapted and personalised curriculum for all pupils.</i> ● <i>Tailoring resources to support access to the curriculum.</i> ● <i>Curriculum resources to include examples of people with disabilities.</i> ● <i>Review of the curriculum to ensure it is inclusive</i> ● <i>Access to statutory assessment</i> ● <i>Disability awareness training for staff and governors</i> ● <i>Access to extra curricular activities, visits</i> 	<p>SEN Observations walks and feedback across school</p> <p>Ensure school council is a fair and balanced representation of cohort</p> <p>Meetings with subject leaders to discuss following years curriculum</p> <p>Purchase books which include characters with different disabilities.</p> <p>Input of Thrive into the curriculum</p> <p>Ensure website is updated to ensure accessibility to documents/support</p> <p>Regular assessment reviews based on individual needs to ensure changes in needs are met</p> <p>Virtual training to be scheduled (1</p>	<p>SENCO</p> <p>SLT, Vikki Elwood</p> <p>SENCO</p> <p>SLT</p> <p>SLT</p> <p>SENCO</p> <p>N/A</p>	<p>Termly</p> <p>Termly</p> <p>May/June 2021</p> <p>July 2021</p> <p>October 2020</p> <p>Termly</p>	<p>All pupils with SEN are fully included in lessons which are adapted to meet the pupil's needs.</p> <p>Where personalised curriculum targets are implemented, children may be withdrawn to work on individual targets.</p> <p>Books in all classes represent diverse groups of people and promote equality.</p> <p>Children with SEND are represented on junior leadership forums and engage in pupil voice.</p> <p>All staff are familiar with the SEND Code of Conduct and have training focused on equality and disability.</p> <p>All trips are fully accessible to pupils with SEND and liaison with</p>

<i>and trips</i>	per term) Term 1-IEP training, 2-Dyslexia awareness 3-Sensory Processing awareness N/A due to Covid 19 (2020-2021)		N/A	parents ensures any medical or wellbeing needs are considered and catered for.
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2. Improve and maintain access to the physical environment

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
<p><i>Making environmental adaptations to the needs of pupils as required.</i></p> <p><i>This may include::</i></p> <ul style="list-style-type: none"> ● <i>Ramps</i> ● <i>Lifts</i> ● <i>Corridor width</i> ● <i>Disabled parking bays</i> ● <i>Disabled toilets and changing facilities</i> ● <i>Access to specific area of the building</i> ● <i>Access to outdoor areas</i> ● <i>Emergency exits and evacuation procedures</i> 	<p>-Yellow markings across outdoor environment</p> <p>-Re-mark disabled parking space</p> <p>-Wellbeing interventions for 3PC to take place downstairs (when applicable)</p> <p>-All emergency exits to remain clear of obstruction</p> <p>- Year 3 'break out' area to remain tidy throughout day</p> <p>Emergency exits clearly labelled to ensure accessible to children adults with differing disabilities</p>	<p>Site, VI Team, SENCO</p> <p>Site, SENCO</p> <p>Wellbeing Team</p> <p>Site, All staff</p> <p>Year group teams, Site</p>	<p>September 2020</p> <p>January 2021</p> <p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>School site is fully accessible to pupils with additional physical needs. Risk assessments show that all required risk reduction and safety measures are in place.</p> <p>Signage and safety information is regularly checked and updated as appropriate to changing needs by the SENCO.</p>

3. Improve the delivery of information to pupils (and other stakeholders) with a disability

Aims / Objectives	Actions to be taken	Person responsible and resources needed	Timescale	Success criteria
<p><i>Developing the use of a range of communication methods to ensure information is accessible. This may include::</i></p> <ul style="list-style-type: none"> ● <i>Internal signage</i> ● <i>Large print resources</i> ● <i>Braille</i> ● <i>Induction loops</i> ● <i>Pictorial or symbolic representations</i> 	<p>-Whole school visual timetable to be established using communication in print</p> <p>-Visual systems to be available on SEN folder of the google drive</p> <p>-All internal signage to be monitored</p> <p>-Social story training for TA's</p> <p>Large exercise books to be available for pupils if required</p> <p>-Regular meetings with the VI team (3PC)</p> <p>Large print letters to be available on request – note on letters/website</p>	<p>SENCO</p> <p>SENCO</p> <p>SLT</p> <p>SENCO</p> <p>Class staff</p> <p>Year group teams</p> <p>SENCO</p> <p>Admin Team</p>	<p>September 2020</p> <p>September 2020</p> <p>On-going</p> <p>October 2020</p> <p>On-going</p> <p>Termly</p> <p>As required</p>	<p>All classrooms have clear visual timetables for access by all children</p> <p>SENCO identifies which pupils need adapted resources and SEN assistants ensure that resources are age appropriate and user friendly.</p> <p>Large print resources and communication is available for pupils and staff.</p>

