

NETHER GREEN JUNIOR SCHOOL

ACCESSIBILITY PLAN



Nether Green Junior School

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Approved by governing body: March 2021

Next Review Date: March 2024

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- i. Increase the extent to which disabled pupils can participate in the curriculum
- ii. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- iii. 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.

The school supports any available partnerships to develop and implement the plan.

The key objective of this policy is to reduce barriers to access to the curriculum and to ensure full participation in the school community for children and prospective children with a disability. To also ensure that the needs of disabled staff and parents/carers are accommodated in the school environment, as far is reasonable practical.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school].

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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. Setting the Action Plan

1. In performing their duties, the Governing Body of Nether Green Junior School and staff will have regard to the Technical Guidance for Schools in England issued by the Equality and Human Rights Commission (updated in July 2014).
2. The School recognises and values parents' or carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects their and the child's right to confidentiality.
3. All children are provided with a broad, balanced curriculum which is differentiated and adjusted to meet the needs of individual children and their preferred learning styles
4. The School sets suitable learning challenges
5. The School aims to overcome potential barriers to learning and assessment for individuals and groups of children
6. The needs of disabled staff and parents/carers are accommodated as far as is reasonable and practical
7. The school acknowledges the need for ongoing awareness raising and training for staff and children in the matter of disability discrimination

Key Duty i (education and related activities)

Nether Green Junior School offers a broad and balanced curriculum with a diverse range of additional opportunities/extracurricular activities. The School in its planning and delivery of the curriculum and additional opportunities ensures access is open to all and wider participation is actively encouraged.

Provided in addition to the curriculum are a number of lunch time clubs such as specialist sport activities, art and music; homework clubs; as well as facilitating participation in after school clubs.

The School will continually review its provision to ensure for appropriate differentiation for all its pupils and will take into account the views of children, staff, parents and carers and when necessary will seek input/advice from specialist and appropriate health professionals.

Key Duty ii (physical environment)

The main building of Nether Green Junior School is over 100 years old. It is a listed building. In its grounds are two mobile units housing classes and a sports hall. The sports hall and the older mobile are showing need of work. The school building and grounds are the responsibility of the local authority. The roof has recently been assessed as needing replacement.

The school is built on a slope and on different levels access is difficult and almost impossible for wheel chair users. However the school works with families who need access for wheel chairs etc. there are no lifts installed.

The school has 3 disabled toilets. There is small car park kept for staff and visitor use only – not parent/carer parking. There is no disabled parking.

The school also offer places for children in our integrated resource with significant and complex learning needs. Whilst we make the most of the space we have the IR has never had the opportunity to be planned and remodelled for the children it serves unlike other units in Sheffield.

The school will continue to take into account the needs of its children, staff and visitors with physical difficulties and other impairments when planning future improvements and refurbishments to the site such as access, colour schemes and lighting.

Key Duty iii (provision of information)

The school has a website which is accessible by its children, parents/carers and the wider community. Statutory information is accessible on the website but can also be provided in hardcopy on request. The school also uses Twitter for our sporting activities and the PTA use Facebook. Information is kept to update for children, parents/carers and the wider community with weekly newsletters to communicate important information to parents.

The school does an accessibility audit every 3 years at minimum and regularly reviews provision. The school is always looking to improve and when works/ changes are undertaken the needs of all are considered. This information is used to draw up the following action plan which may change in line with need of for example new pupils to the school.

Action Plan

Key area i - IMPROVING PARTICIPATION IN THE CURRICULUM			
Intent	Implementation	Impact	Date completed
Develop the sharing of good practice and access opportunities provided by LA	Attend LA CPD and spread learning – e.g. improving diversity Improve resources e.g. more books which have diversity focus Share ideas and practice with S10LP	Offer is improved through learning from others	
Improve the provision for pupil premium children especially in lock down	AT to investigate/ review and audit present practice then look at gaps we can improve	Improved provision and support for pupil premium children	
Improve impact of teaching assistants	See SEND action plan	Outcomes for targeted children	

Key area ii- IMPROVING THE PHYSICAL ENVIRONMENT OF SCHOOLS

Intent	Implementation	Impact	Date completed
Improve the outdoor and indoor space to make more accessible at times when need identified or work takes place which can support this	Produce plan for individual or groups of children E.g. outdoor space for IR children When works are due plan to include improved access when reasonable practical Improve library area Improve wheel chair access especially to main entrance	Better resources and provision for SEND children Areas of school more accessible	
Review emergency exit procedures especially in time of Covid and for children who need support to leave quickly/independently	New systems in place Bespoke plans in place	Safer and quicker exits in emergency	
Improve decoration	At times of redecoration etc. ensure needs of all are considered	Improved environment	
Create car parking for disabled	Space for disabled to park	Space for disabled	
Replace old mobile	When funding available replace old mobile with classrooms which are fit for purpose with toilets disabled access and toilets and have break out space	Improved facilities	
Improve doors to have better access	When doors need replacing ensure they are disabled friendly	Better access	
Stair ways are marked	Improve marking on stairways both inside and outside	Safer stairways	

Key Area iii- IMPROVING THE DELIVERY OF INFORMATION

Intent	Implementation	Impact	Date completed
Continue to assess need and adapt communication as appropriate	Continue to develop website and make accessible and informative Ensure all pupils / parents have access to newsletters/communication they can access	All parents/ carers feel part of and able to access school	

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 governing board

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- The Equality Statement and Objectives
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

➤ Recruitment and Selection Policy

➤ Safeguarding Policy