

Higher Bebington Junior School

Accessibility Plan

2019-2022



Ratified by Governing Body	17/12/2019
Next review due by	17/12/2022



Vision & Aims

At Higher Bebington Junior School, we are committed to providing a fully accessible environment which values and includes all of our school community of pupils, staff, parents, governors and visitors to the school regardless of their physical, sensory, social, spiritual, emotional and cultural needs. We are committed to providing an environment that enables full curriculum access to all pupils, challenges negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion for all. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 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 Higher Bebington Junior School Accessibility Plan has been written based upon information supplied by the Local Authority (LA) and in conjunction with pupils, staff, parents and governors of the school and will advise other school policies and documents. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. This plan reflects the statutory requirements for the setting of Equality Objectives and to support our school’s Equality & Diversity Policy and will be published on the school website. We understand that the LA will monitor the school’s activity under the Equality Act 2010 and will advise upon the compliance with that duty.

The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan before the next review. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Higher Bebington Junior School, the Plan will be monitored by the Headteacher and evaluated by the Assets Committee. The current Plan will be appended to this document.

This Accessibility Plan relates to the key aspects of physical environment and our curriculum.

Whole school training, including governors, will recognise the need to continue to raise awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Equality & Diversity Policy
- Health and Safety Policy
- Behaviour Policy
- School vision, mission statement and learning values
- Special Educational Needs Policy and SEND Information Report
- Curriculum
- School Improvement Plan

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability: The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

Review and Evaluation

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of actions showing how Higher Bebington Junior School will address the priorities identified in the plan. The plan is valid for three years from 2019-2022. It is reviewed annually.

Approved by: Date: Next review date:

Action Targets for improving the physical access

Targets	Strategies	Timescale	Lead	Success Criteria	Evaluation
Continue to improve the physical school environment.	Yellow/back striped tape on external steps and the steps to the hall to be replaced by paint to allow visually impaired pupils and adults to see the edge of each step.	2019-2020	Site Manager	Paint is applied and more hard wearing than tape. Paint ensures that it is safer for visually impaired pupils and adults to walk around the school environment.	
Continue to ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs.	Wheelchair lift completed-school to ensure that it is fully serviced and kept clear and accessible at all times. A second accessible toilet has now been built in school. Further amendments/adjustments be planned in as required. The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.	2019-2022	Headteacher, Site Manager, LA	Evidence that appropriate considerations been made wherever physical school improvements are carried out.	
Continue to ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs.	Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff capable of carrying them out.	2019-2022	Headteacher, SLT, SENDCO Site Manager, LA	Ensuring as full as is possible inclusion for all pupils. Safe evacuation in an emergency.	

Action Targets for improving curriculum access

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Targets	Strategies	Timesca	Lead	Success Criteria	Evaluation
Training for staff in the identification and teaching of pupils with specific learning needs.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. Undertake an audit of staff SEND training needs. Staff to attend relevant training. Outreach provisions from external agencies.	On-going 2019-2022	Headteacher SENCO	All staff have a wider knowledge of how include pupils with SEND in the curriculum and all children are successfully included in all aspects of school life. TA's and teachers receive appropriate training such as speech & language to support pupils with specific learning needs.	See CPD records for training accessed. September 2019- Selective Mutism October 2019 November 2019
Resources for pupils with SEND and social, emotional and behavioural difficulties to help their learning needs.	A range of resources for pupils purchased and training given to staff if needed.	Ongoing	SENCO	Pupils will have access to resources which will enable them to fully access and be included within all areas of the curriculum and support specific needs of pupils.	
All out-of-school activities are planned to ensure the participation of all pupils including extra curricular activities and school residential.	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legal requirements.	Ongoing	Class teachers	Ensuring access to all school residential disabled pupils and extra-curricular activities.	
Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms. Risk assessments reviewed annually.	As necessary	Class teachers	Increase independence in all pupils.	
Training and information sharing to staff to support staff in teaching pupils within school with disabilities or specific needs.	Outside agencies to provide information and training on a range of disabilities and specific needs to all staff and pupils (if appropriate).	As required	SENCO	Outside agencies will have provided information and training on a range of disabilities and specific needs to staff and pupils. (if appropriate.) Staff (and pupils) will have a wider knowledge of the range of disabilities young people may have.	

To liaise with Town Lane Infant School and any other schools to prepare for the new intake of children into 3 each year.	To identify pupils who may need adapted or additional provision.	April-July annually	SENCO, Headteacher	Provision set in place ready for when the child/ren start school.	
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Action Targets to improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Targets	Strategies	Timescale	Lead	Success Criteria	Evaluation
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats access arrangements are considered and put into place for statutory testing	Ongoing	SLT, teachers, admin team and SENDCo	Evidence that appropriate considerations and reasonable adjustments have been made	
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	Ongoing	SLT, teachers, admin team and SENDCo	Evidence that appropriate considerations and reasonable adjustments have been made	